



UCSKM PUBLIC SCHOOL BHIWADI

Recipient of International Dimension in Schools Certificate
Award for 2020-23 by British Council, England



Forging Ahead With International Dimension



Led By Students, Parents & Teachers
Under The Able Guidance Of Principal Dr. Prabhat Kaushik

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 Near Capital Mall Bhiwadi, Rajasthan

About School



'The sky is not the limit; the sky is limitless'.

**Dr. Prabhat Kaushik
Principal**

All children have to be taught according to the potentials hidden in them. This has always been the philosophy of Col. P.S Satsangi, VSM, the Founder chairman of UCSKM Public School. He opened doors to the underprivileged and gifted children of Bhiwadi. He inspired UCSKMIANS for greater hard work and efforts.

In this institute, a child learns the "Busy Bee" concept and accepts the hard work as the greatest pleasure of life." BUSY BEE PLEASURE "is the motto of our school.

Our school is a temple of learning where all children grow not just in knowledge but in courage, confidence, independence and self-resilience alike.

The TEAM UCSKM believes that each child is a winner. A positive and inspirational atmosphere of the school helps a child to face the challenges courageously. The school emphasizes on social concerns like Swachh Bharat, Human Trafficking, each one Teach One, Garbage to Garden, the list is endless. The students are inspired and motivated to give their best and maximum efforts for the development of the country.

Thus, it is a place where each and every child is respected and honoured and is groomed to grow as a successful and responsible citizen.

The lush green campus complements the academic curriculum and provides optimum environment for Modern Education. There are ample outdoor areas for complete contemplation of the students in various activities. Attention is paid to the process of self-learning, self-work and self-motivation of the students.

The school management immensely propagates the idea that students should be taught with pleasure according to their potentials and not at peril.

'Non-Failure Policy' is the strongest policy adopted by the school as the founder member firmly believed 'Don't fail a child it is a murder.'

The school applies conventional as well as modern methods of teaching like Syndicate system of Self Learning, Cognitive Studies, Study Camps, Subject Drills and Eminent Persons Contact Programs for laying a strong foundation of the students.

The teaching is not restricted to classroom teaching as it is imparted by connecting to various classrooms of different countries. Our honourable Principal, Dr. Prabhat Kaushik is guiding the governments of 56 countries, enhancing and promoting the idea of connecting classrooms globally.

Every year UCSKM gives Board result that is one of the best in the country. The school has provided various platforms for the progress and development of the students in different fields. The Atal Tinkering Lab is an opening for the budding scientists of the country. Many Sports Stars have been created for different sports by the sports coaches, who are highly competitive and enthusiastic. They leave no stone unturned to produce District, State and National Level Sports Persons.

The dedicated School Staff under the guidance of Principal, Dr Prabhat Kaushik has been working tirelessly for the success of all the students of UCSKM School for the last 20 years. They are the pillars of this strong foundation.

International policy

UCSKM Public School is an established and frontliner CBSE affiliated co-ed School of Bhiwadi serving to the community diligently since 1996. The School has a collaborative and hospitable relation with internationally renowned organisations and NGOs like Rotary Club and Lions Club. The school has worked hand in hand with such organisations in their different endeavours like polio-eradication programme and human trafficking control. The following points outline the International Dimensions and policy of the school:

- to grab and optimize the opportunities to let the student's have a chance to meet, interact and exchange ideas with the people from different background, nationalities and cultures
- to widen the horizon for the students by arranging and organising contact with people from a variety of cultures
- to enhance teachers understanding of the international community
- to increase students soft-skills such as confidence, self-reliance and sense of belongingness with the world community
- to enable students to gain opportunity, information, comprehension and experience along with useful global skills such as Knowledge of at least 2 foreign languages viz. English and French
- to build connection with the school community abroad
- to take opportunity to relate lessons of curriculum, taught day in and day out, with international relevance and dimensions
- to teach them at length about terminology related to world relationship like free-trade, globalisation, liberalisation, privatisation, industrialisation.
- to do all that is humbly possible to make students a responsible, sensitive and compassionate human being

The school receives guests from different countries who share their experiences with the students and the teachers through workshops, seminar and special assemblies.

Dr. Prabhat Kaushik, our Principal, who is an internationally renowned educationist provides consultation to the schools of many countries, over academic and others school related issues.

Thus, UCSKM has name and fame with international community as a responsible stakeholder.

ISA Coordinator Experience



Rewa Marwaha

Down the memory lane as ISA coordinator

‘Adventure is an attitude to experience every day things.

Life begins at the end of your comfort zone.”

My journey as ISA coordinator was like a big adventure. I am thankful to my Principal Dr.Prabhat Kaushik, for giving me this opportunity.

The orientation program of ISA by British Council made it clear that the next 365 days would make me acquainted with the project works going on all across, based on global interaction.

My work started with the planning of seven activities involving the entire Team UCSKM. We had plenty of ideas and shortlisting them was quite an errand. Decision about Collaborative Activities was the toughest. But once compiled, I had to run around to find a Partner School in any part of the world. I was lost and contacted almost every acquaintance in foreign lands to find a Partner School. The policy of ‘Never End Exploring’ made me contact schools by constant messaging on social media, emails and What’s App chat. My consistent endeavors culminated in a happy ending when Sabari Indian School, Dubai confirmed to become our Partner School.

All the seven activities were carried out according to the action plan. Students were really excited and parents willingly supported and appreciated the activities as the students were becoming confident and independent. Global awareness, for everyone involved, was increasing as every activity was centered to reflect International dimension. However, there were also many pauses and detours as quite a few activities could not be carried out according to the Action Plan due to unfavorable weather conditions and unexpected closure of schools due to intense air pollution in and around Delhi.

Teamwork is the ability to work together towards a common goal. All team members worked hand in hand and contributed to the best of their capacity . We also encountered tough mountains to cross on the way. The toughest one was Covid-19 pandemic, followed by lockdown all over the world.

Closure of schools brought all the initiatives almost to a dead-end. Our Partner School stopped responding in February 2020 but this did not stop me to venture out and explore further. After continuous and constant messaging on social media, I found another Partner School to progress my 3rd Collaborative Activity on Reverential Aspect of Medicinal Plants. Dikshalaya Nepal Foundation School, Kathmandu extended a friendly hand as they were also working on a similar project associated with medicinal herbs. We started exchanging our work through emails. While the whole world was under Lock-

Down due to Covid-19, we were lucky enough to carry out a Skype session with the students of our Partner School in Kathmandu.

‘Difficult roads often lead to unexpected beautiful destination’. In this case, the crisis thus gave us an opportunity to experience the culture and work with two Partner Schools. We also harnessed mutual friendships on the way.

We resumed our association with Dikshalaya Nepal Foundation School, Kathmandu through Zoom sessions. Students of both the schools were highly enthusiastic and excited to share their knowledge and ideas with each other.

The two educational courses that I completed during this period – ‘The Education for Global Citizenship’ and ‘The Intercultural Global Awareness’ exposed me to steps taken Globally for substantial & sustainable development in every sphere of life, which in-turn enriched my students too.

Sure enough, ‘Persistence does make all the Difference’.

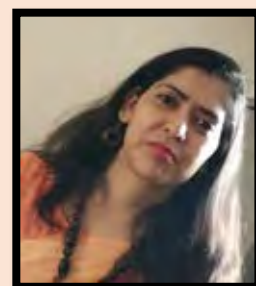
Thus with the patience and perseverance of Team UCSKM, we have been successful in completing our dossier for ISA from British Council. I am happy to share that the participation in all the seven activities have enhanced the creative, imaginative, critical thinking, interpersonal relationship building, self dependence, oratory, in-depth analysis & problem solving as well as research & investigative skills in our students. Through their research work and interaction with teachers and students of Partner Schools, our teachers and students have become aware of social and cultural norms of their countries. Participation in In-house activities has developed their team spirit and has opened their minds to newer horizons through understanding of the work done on different issues in the countries explored by them. Thus by exposure to United Nations Sustainable Development Goals of Good Health and Well Being, Quality Education, Clean Water and Sanitation, Decent Work and Economic Growth, Responsible Consumption and Production, Peace, Justice and Strong Institutional Partnership, as tools to target Global Learning, outcome of our ISA activity was more than successfully achieved.

The credit for the compilation of the dossier goes to Mrs Hema Sharma, our IT head and my partner in the journey of ISA from British Council .

WE WORKED, HAD FUN, NURTURED LONG LASTING FRIENDSHIPS AND ALSO ACCOMPLISHED OUR GOAL

ISA COORDINATOR

REWA MARWAHA



**Hema Sharma,
IT Head**

International Coordinator Job Description

'I value the friend who finds time for me on his calendar but cherish the friend, who for me, does not even consult his calendar' - Robert Brault

After a long and persistent communication through emails, phones and other social media, it was Sabari Indian School (SIS), Dubai, who agreed to join hands with us in the IAS journey for progressing the collaborative activities. SIS takes immense care and initiative in exploring diverse platforms for bringing out the hidden potential in their students. They extended a similar whole-some attitude towards our children too. Despite their own priorities, they enthusiastically participated and progressed all the activities in a systematic manner, thus making our interactions really meaningful, especially for the children. The teachers guided the students from their heart and scanned all the golden moments of the activity. The activity of **“Cooking without fire - let's chow”** concluded with excited exchange of recipes between the students of two schools, some of which were tried to prepare mouth-watering, healthy and nutritive dishes. For the safety of young children, the recipes selected for this activity did not involve any fire work. It was a highly exhilarating and involved experience, which the children thoroughly enjoyed.

The school management and teachers of SIS have prioritized due physical and mental development of their students in their curriculum, which they follow strictly. Despite their busy schedule, they agreed to expose their students to learn proper steps of few of the ‘yogasanas’, the origin of discipline of yoga, from yoga instructor and practicing students of UCSKM. They collaborated with the activity **‘Yoga and Asanas- for peace and harmony of the world’** with open arms. On-line demonstrations were held on these asanas for performing them in a safe and proper manner. Our yoga instructor, Mr. Raj Kumar Singh elaborated on physical and mental benefits, arising out of each asana. Screenshots and videos of these sessions were copiously exchanged between the two schools. These asanas were told to bring harmony between mind and body of the performer. All participants committed to make it a part of their daily work-out. More than that, these sessions established a deeper, long lasting connect between the teachers and students of both schools. The art and science of healthy living and its practice right from young age, was also appreciated by the parents and guardians of our partner school, but, alas! lockdown due to Corona pandemic brought an end to our interactions. All of us, including the students, made many friends. These friendships are now really being cherished and nurtured. I sincerely thank Ms. Khyati, Vice Principal - Sabari Indian School, for all the help extended by her.

As SIS, Dubai could not collaborate with our third activity due to their own work pressure, it was the Vice Principal and ISA Coordinator Mr. Durga Prasad Dahal, of Dikhalaya Nepal Foundation, Kathmandu, who instantly responded to our request for partnering in the collaborative activity on **‘Reverential Aspects of Medicinal Herbs’**. We started working in the first week of March’2020 and were able to successfully conduct a Skype session between the students of both the schools. The session helped in introducing the participants to each other and the activities initiated by them on this subject. The exchange of ideas between the students gave them tips for exploring further on various benefits of unlimited species of medicinal plants available in both the countries. However, the lockdown due to Corona pandemic brought our interactions to a halt. It was only in the first week of Sept.’ 20 that our partner school agreed to again participate in on-line Zoom session, to exchange all the activities explored by their students. I am highly grateful to Mr Anil Khanal, science teacher and

ISA coordinator of our partner school, for outstanding success of this virtual class conducted for the students of both the schools. Our students were really excited when they could relate to all what was being taught by him to the home-grown remedies being practiced by their own grandmothers, which led to a highly excited and awe-inspiring participation among all. Our students also shared all the work done by them on this subject. It was indeed a wonderful experience and beginning of a lasting bonding between the two schools as well as the participants.

Later we conducted a virtual class of **‘Yogasanas’** wherein the students of UCSKM, Bhiwadi, India and Dikshalaya Nepal Foundation, Kathmandu, Nepal performed various asanas under the instructions of their teachers. The class also included an address on benefits of Yoga. It was indeed a very interactive and fruitful experience.

A similar virtual class was conducted on **‘Cooking food without fire’** between the students of grade IV of both UCSKM and Dikshalaya Nepal Foundation, which was again a very enriching and stimulating experience for all participants.

During all the above interactions, many friendships were sworn. Many screen-shots and feedback forms of activities performed were exchanged between the two schools. Students also vowed to visit each other’s countries to explore the richness of flora and fauna, learn more about various ‘yogasanas’ for good health, exchange and enjoy recipes for mouth-watering dishes and most of all meet each other, after such involved sessions. The online interactions turned out to be a wonderful platform, which has broadened the vision of our teachers and students alike and has helped us to develop a deep understanding of extremely loving and reconnoitring nature as well as aspirations of communities at large.

I am highly grateful to the Vice Principal, Mr Durga Prasad of Dikshlaya Nepal Foundation for helping us complete our collaborative activities, despite this difficult period of Corona pandemic.

Rewa Marwaha (ISA International Coordinator)

UCSKM PUBLIC SCHOOL BHIWADI, INDIA



Sabari Indian School, Dubai



Dikshalaya Nepal, Kathmandu

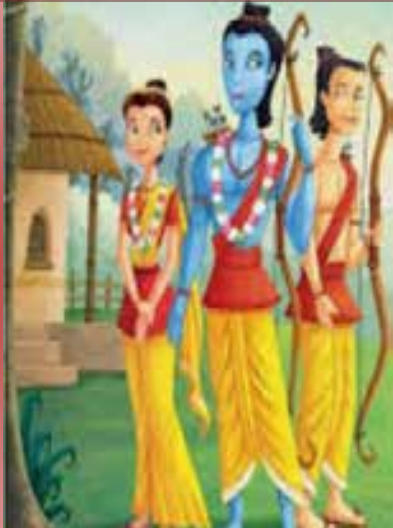


Folk Tale

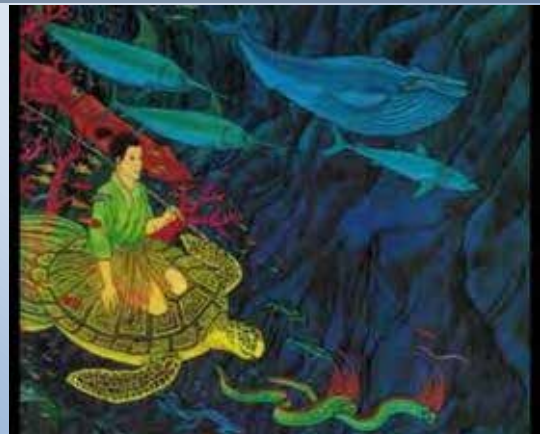


A LEGACY OF MORAL VALUES

RAMAYANA (Indian folktale)



URASHIMA TARO (Japanese folktale)



THE MOST BEAUTIFUL THING IN THE WORLD (Chinese folktale)



British folktale



ACTION TEAM



MRS BEENA SINGH



MRS NIDHI SHARMA



MRS ANITA HARSHA



MRS MAMTA HARIYAL



MRS LALITA PANDITA



MRS REETU POONIA



MISS MANISHA SHARMA



MRS. ANITA K. NAIR



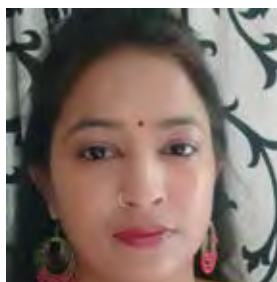
MISS SEEMA BHARDWAJ



MRS MONIKA YADAV



MRS REETU CHAUDHARY



MRS POONAM VERMA



MISS RITIKA PAREEK



MRS ANAMIKA MEHLAWAT

**TEACHER'S REPORT**

MRS. ANITA K. NAIR

The society today requires young, bright and innovative minds that can think in new direction and change our world. We need to develop love, mutual respect and moral values into their young minds and hearts because life without values is like a ship without rudder.

The British Council's ISA Project "Folktales: A Legacy of Moral Values" was undertaken by the students of grade I, II and V with great enthusiasm. The countries explored were China, England, India and Japan.

Aim:

- To help the students gain knowledge about the rich culture of China, England, India and Japan.
- To develop cross culture sensitivity.
- To inculcate moral values.
- To promote good health and well- being.

Process

The project was commenced by collecting the information available in books, magazines and internet. Teachers planned an array of activities like animated movies, research project work, visual presentation of the folktales, story enactment and potluck using evaluation tools like worksheets, oral presentation and feedback forms from students, teachers, parents, and visitors.

Animated movies really helped us in introducing the folktales of British, Chinese, Indian and Japanese culture. Students were divided into small groups and each group was assigned one of the four folktales from British, Japanese, Chinese and Indian culture. They collected the pictures that represent their folktales and made a visual presentation of the story in the form of a collage. Using the literature available online and in library, they gathered relevant information about their assigned culture and made research project files.

Children have an innate love for stories. Keeping this in mind, a story enactment programme was organized in the school premises. The students of grade I, II and V enacted on moral based folktales like Ramayana (India), UrashimaTaro (Japan), Robin Hood (England),The most beautiful thing in the World (China).

To celebrate cultural diversity Potluck was also organized wherein students, parents and teachers brought home- made food and had lunch together.

A small worksheet was also given to the students to assess the Learning Outcome.

Outcome:

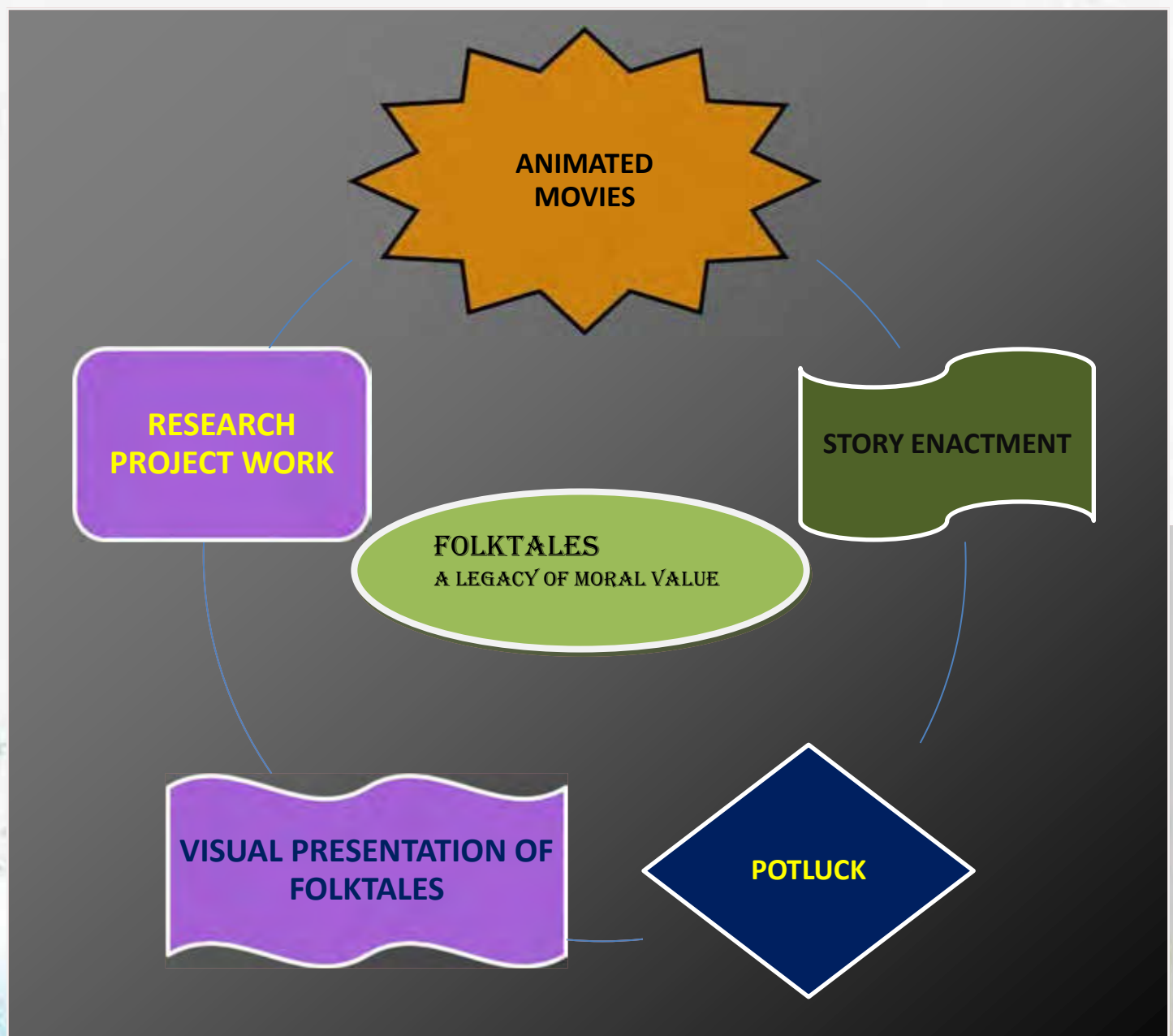
- The project was exciting and enriching. Students enthusiastically participated in all the activities. It gave them an opportunity to learn and explore not only their cultural roots but also cultures and traditions of China, Japan and England.
- It also created a sense of regard and respect for the cultures, traditions and social activities of the explored countries.
- It encouraged the students to adapt good virtues and moral values.
- It stirred their thinking, imaginative and interpersonal skills.
- It enhanced their oratory and acting skills.
- It developed a sense of creativity and team spirit among the children.
- The students learnt about Sustainable Development Goals: [4] Quality Education, [3] Good Health and Well –Being,[10] Reduced Inequalities and [16] Peace, Justice and Strong institution.

MRS. ANITA K. NAIR
Class Teacher – V Venus



FOLKTALES- A LEGACY OF MORAL

ACTIVITIES



FOLKTALES- A LEGACY OF MORAL VALUES



INTRODUCING FOLKTALES THROUGH ANIMATED MOVIES



A WINDOW TO OTHER CULTURE AND A MIRROR TO REFLECT ONE'S OWN CULTURE



Watching animated movies of the explored countries

Teachers Involved – Seema Bhardwaj and Beena Singh



FOLKTALES- A LEGACY OF MORAL VALUES



INTERPRETING THE MOVIES

IMBIBING
MORAL
VALUES



ENRICHING
VOCABULARY



Students were curious to know more about the cultures of the explored countries.





FOLKTALES- A LEGACY OF MORAL VALUES

Exploring information from books and internet



*Do you know
Chinese
follow
Buddhism?*



Penning down
the information



Oh! Japanese
wear Kimono ...



Teachers Involved – Aarti ,MamtaHariyal, Anamika Mehlawat



FOLKTALES- A LEGACY OF MORAL VALUES

VISUAL PRESENTATION OF FOLKTALES



Reading aloud



Immersed in making persuasive visuals



Sharing their presentation to the class

Teachers Involved – Reetu Choudhary and Anita Harsha



FOLKTALES- A LEGACY OF MORAL VALUES

GLIMPSES OF VISUAL PRESENTATION MADE BY THE STUDENTS

INDIAN FOLKTALE



I am so gentle but all the animals of Vrindavan are afraid of me .

Never get in the way of that lion.

You all must come to my wedding.

We can't share our happiness with someone we are afraid of.

- Students learnt about Madhubani Painting.
- They were amazed with the powerful presence of animals in Indian culture.
- Enhanced their imagination and artistic skills.
- They learnt importance of showing love and empathy to others.



JAPANESE FOLKTALE



Momotaro infused values like taking care of parents, returning kindness & working together in harmony.

FOLKTALES- A LEGACY OF MORAL VALUES

CHINESE FOLKTALE



Cultivated values like loyalty, team work, importance of keeping your promises and family ties

Presentation of 'The Five Chinese Brothers' conveyed the message united we stand, divided we fall.





FOLKTALES - A LEGACY OF MORAL VALUES

BRITISH FOLKTALE

Folk tale
Topic :- Black dog.
 Often said to be associated with the Devil, and its appearance was regarded as a portent of death. It is generally supposed to be larger than a normal dog, and often has large, glowing eyes. It is a common feature of British Isles and Northern European folklore.



The Folklore "Black Shuck" has influenced generations and left a legacy.

PICTURE OF:-
 BLACK SHUCK OF EAST ANGLIA



A FOLKTALE FAMOUS IN BRITISH ISLES
 BLACK SHUCK OF EAST ANGLIA

There are many tales of this creature: a huge, shaggy, spotted black hound with fiery red eyes and a menacing snarl. One particular tale dates from 1560, when a young man was walking alone in a lonely spot between Bitch and the sea, and suddenly he heard a hoarse, hoarse, hoarse sound, like the sound of a hundred voices, and he turned round to find himself surrounded by a pack of black dogs. Looking back he saw two red lights like sunlight, except that they were shining through the darkness. He pedalled as fast as he could, but the pack of dogs followed him. He could feel the snarl in his teeth, and at his heels. The lightest set off the time and waited for his fate. But the shuck, having caught up with him, turned sharply left, though the light set off straight ahead - and vanished!

The shaken cyclist stopped at the nearest pub and told his tale. "Tonight I feel would ride that road after dark," said the oldest drinker, and the others nodded in agreement.

The huntsmen were black, huge and hideous, their hounds were jet black with eyes like saucers.

Students were exposed to supernatural powers, superstition and myths prevalent across the British Isles.



FOLKTALES- A LEGACY OF MORAL VALUES

PROJECT WORK



A deep dive into
the amazing
culture of the
explored countries



Synthesized information
and prepared project
files.



FOLKTALES- A LEGACY OF MORAL VALUES

BRITISH CULTURE



'British Culture'—
A cradle of
precious
knowledge,
unique art and
history.



Students developed insight about the British Culture.



FOLKTALES- A LEGACY OF MORAL VALUES



CHINESE CULTURE



Chinese culture is diverse and unique, yet harmoniously blended — a valuable asset to the world.



Students gained knowledge about the rich culture of China.



JAPANESE CULTURE



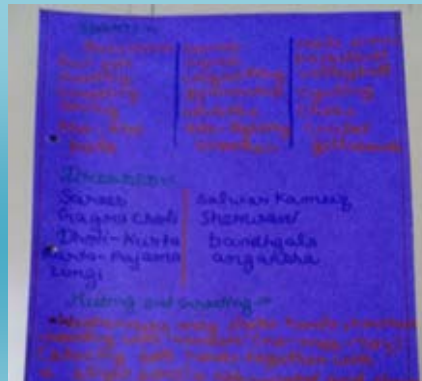
Japan is known worldwide for its traditional arts, including tea ceremonies, calligraphy and flower arrangement.



IKEBANA

This project strengthened the students' understanding of Japanese culture.

INDIAN CULTURE



Indian culture, tradition and heritage teach us to stay tolerant, respect others, remain kind and humble to live harmoniously in the society.

Students appreciated the diversity of India.



SIMILARITIES AND DISSIMILARITIES OF THE EXPLORED COUNTRIES

WE SHARE OUR SIMILARITIES AND CELEBRATE OUR DIFFERENCES.

Indian and British

1. English as a language.
2. We share Interest in English Literature.
3. Cricket
4. Democracy and parliamentary system.
5. India still practices most the legal norm set during the British Raj. Example Section 377, the law was adopted from Britain's legal system but England has long changed its position on the same issue.

Chinese and Japanese

- ③ Confucianism
- ⑧ Strong sense of loyalty

STRENGTH LIES IN DIFFERENCES, NOT IN SIMILARITIES.

- ★ India has 1.3 billion people whereas in the UK it's around 64 million.
- ★ India has geographically too many languages.
- ★ India is spiritual country whereas UK has more leaning towards materialistic lifestyle.
- ★ UK is a rich country but India is not.
- ★ India is known for its religious diversity whereas British is not.

- | | |
|--|--|
| ★ Chinese names are found <u>monosyllabic</u> . | ★ Japanese names are <u>polysyllabic</u> . |
| ★ China offers you diversity in terms of food. They use a lot of <u>spices and oil</u> . | ★ Japan is known for its seafood such as <u>Sushi</u> . They use negligible amount of <u>oil</u> . |
| ★ Chinese people can often be seen <u>taking loudly</u> at <u>public places</u> . | ★ In Japan, <u>taking or laughing loudly</u> in public places is considered as <u>discourteous</u> . |
| ★ Has one written language. | ★ Has various written languages. |
| ★ <u>Different dialects</u> . | ★ <u>Only one dialects</u> . |

- ✓ Students developed cross culture sensitivity.
- ✓ They compared the culture of the explored countries.



रामायण

INDIAN FOLK TALE

STORY ENACTMENT BY THE STUDENTS OF CLASS I



My eldest son Rama will be the king of Ayodhya.

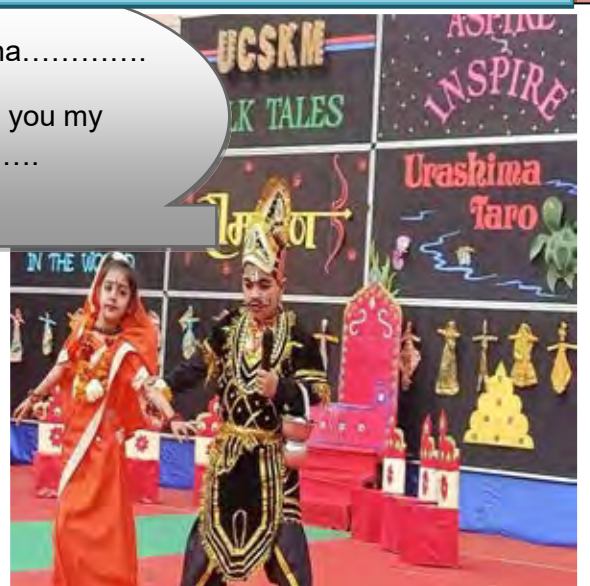


Make My son, Bharat, the king of Ayodhya and send Rama to the forest



I am Ravana.....

I will make you my Queen.....



Teachers Involved – Nidhi Sharma and Mamta Hariyal





WITH THE HELP OF HANUMAN,
RAMA AND LAKSHMANA
ATTACKED RAVANA AND
KILLED HIM.

Moral:-

VICTORY OVER
EVIL IS AN
UNCHALLENGED
FACT.



Performing
traditional
dance of India

- ✓ Students identified main characters of the story.
- ✓ They learnt new words and expressions.
- ✓ It helped the students to gain understanding about the Indian culture and the Indian epic.



BRITISH FOLKTALE

WHOLE HEARTEDLY
ENGAGED IN
MAKING PROPS
FOR
THEIR STORY



STORY ENACTMENT BY STUDENTS OF CLASS II



Don't be so cruel
Remember, God will not forgive
you.



My friends, Sherwood Forest is our New
home, now we are free but we are outlaws.
Everyone in the kingdom is against us.



We should practise daily.



Oh please, don't kill me! I can give you everything.



We are not like you ... We will not kill you. You should promise us that you will not suppress the poor.

PERFORMING
BALL ROOM
DANCE



- ✓ Students developed empathy and tolerance.
- ✓ They also learnt that should help the needy and they should raise voice against any type of discrimination.

Teachers Involved – Monika Yadav and Madhu Bala Yadav



JAPANESE FOLKTALE

STUDENTS ARE PRESENTING THE STORY ON STAGE



Welcome Taro

Welcome to the palace of Dragon King. You can stay here as long as you wish.



Move away, leave the poor turtle alone!

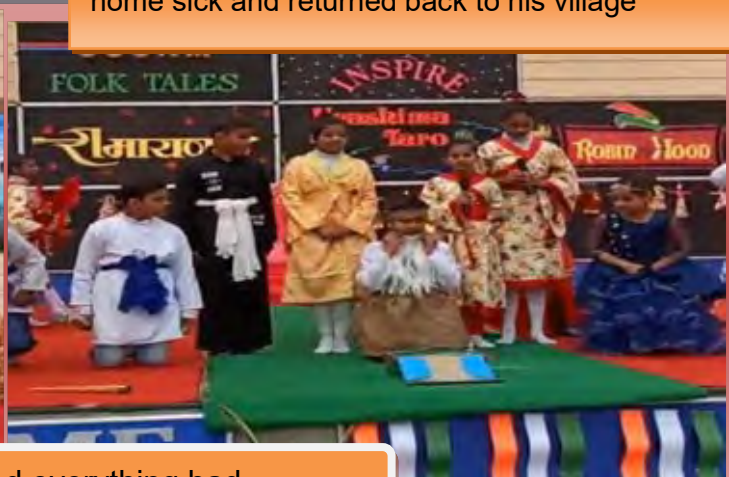
Performing Japanese Fan dance



Taro stayed there for many years one day Taro got home sick and returned back to his village



Enhancing their oratory skills



When he returned everything had

STUDENTS LEARNT THAT THEY SHOULD NOT INDULGE IN PLEASURE FOR LONG DURATION AS TIME DOES NOT WAIT FOR ANYONE.

Teachers Involved – Poonam Verma and Ritika Pareek

ENGROSSED IN MAKING PROPS FOR STORY ENACTMENT



THEY WILL GIVE
LIFE TO THE
STORY.



Enhanced imaginative and creative skills

Teachers Involved – Anita Harsha and Reetu Poonia

THE MOST BEAUTIFUL THING IN THE WORLD

CHINESE FOLKTALE

3



4



To win this crown, you must bring me the most beautiful thing in the World .



Surely this painting is worth my father's throne.

Bring me nine roasted swallows and I will give you this expensive pearl.



I can't see them in pain..... I will serve them.



XiexieThank You

LONG LIVE THE PRINCE.....

10

REDUCED INEQUALITIES



16

PEACE, JUSTICE AND STRONG INSTITUTIONS



Teachers Involved – Anita Nair and Manisha Sharma



FOLKTALES- A LEGACY OF MORAL VALUES



AUDIENCE ENJOYING THE SHOW



Wow!



MESMERIZING AND
CAPTIVATING
PERFORMANCES





ACTIVITY – 2

(in Collaboration with SABARI INDIAN SCHOOL, DUBAI &
DIKSHALAYA NEPAL FOUNDATION, KATHMANDU)



YOGA



A Universal Truth: -

Healthy Mind Lives In Healthy Body-



When you own your breath,
Nobody can steal your peace.



Raj Kumar Singh



Mohit Bhatia

Team 'YOGA & ASANAS'



Ram Krishan



Surinder Singh



Parveen Arora

WE ARE
ONE
TEAM! *and we
rock!! :-)*



Teacher's Report

Known for discipline and innovation in the vicinity, UCSKM is one of the premier institutes of Bhiwadi. It is dedicated to the holistic development of the students. The school organises meaningful activities frequently. In this series, a yoga session was held as an ISA activity in the school under the guidance of sports teachers.

AIM - To gain an understanding of the variety of Asanas and Yoga ,their steps and positions.

PROCESS - The Yoga session was held in big and sprawling playground of the school in early hours of the day. The cool and nice breeze made the atmosphere pleasant. The zealous and health-conscious students ,the enthusiastic coach and a pleasant atmosphere, all these factors created a perfect ambience for such an activity.

Approximately 400 students from classes, 9th to 12th came well-equipped with a yoga mat and a water-bottle and participated wearing their school house-uniform. The session began by the chanting of 'OM....'. It really dissolved divinity in the surrounding. Then the students learnt Aasans like Suryanamaskar, Trikon Aasan, Vajrasan, Tadasan and practised meditation. According to the coach, yogasans are helpful for purity of the soul. They remove stress and are important for physical, mental and psychological development.

This activity concluded with the National Anthem. The students got benefited and committed to continue practising yoga at home. Since this was a collaborative activity, the photographs and videos of the activity have been shared with Sabari Indian School, Dubai (our partner school)

Similar Yoga demonstration and yoga classes were conducted with the students of our partner school. The pictures of the students in Dubai school, performing Yoga make us feel proud of being Indian.

A team of teachers and some students had also visited some deprived and underprivileged places such as slum areas and told the people about the benefits of Yoga.

To gain knowledge about yoga the students referred to various websites , magazines and encyclopaedias. They learnt about the steps of Surya Namaskar.

The students thereafter prepared scrapbooks in which they wrote about various asanas and yoga poses. The colourful scrapbooks contain pictorial presentation also.

The most interesting episode in this activity came when the students got a precious opportunity when on the Principal's invitation ,a renowned yoga and meditation instructor associated with The Art of Living Foundation, Mahesh Bhaiya, had visited UCSKM and interacted with the students .The convincing style and deep knowledge of Mahesh ji benefitted not only the students of UCSKM but also the community as a three-day long interactive sessions with him, open for all, was held in the vast open ground of the school. Thus, Yoga sessions which were basically conducted for British Council's ISA, ended up creating awareness ,health-consciousness and values among the students.

Due to covid 19 pandemic , we had to resort to conduct an online yoga session , with Dikshalaya Nepal Foundation ,Kathmandu. The hour long session was, however a smoothsail as the students of both the schools were well- prepared, appreciative and positive about it. The session consisted of speeches, demonstrations and the feedback -comments.

OUTCOME - Students were able to evaluate and analyze the benefits of yoga. They became confident in performing the asanas. Moreover they could understand and appreciate the life skills that one can learn from yoga asanas; contribute a little to achieve sustainable developmental goals viz. good health and wellbeing, peace and harmony in community and partnership for the goal.

Mr. Rajkumar Singh
Physical Education Teacher (PET)

Dhyan and Pranayam Shívir

A three-day session of Dhyan and Pranayam was successfully held on July 5 to July 7, 2019 in the sprawling football ground of UCSKM .

An expert and meticulous yoga trainer Mr. Mahesh Sharma was our distinguished guest and resource person. His humourous, convincing and dynamic style made this session an unforgettable event for one and all present .Mr. Mahesh Sharma held a very lively session and suggested several innovative themes for yoga activities like Games Pranayam and Household work-styled Pranayam.

The enthusiasm of the participants was evident from the fact that the large ground of UCSKM was packed to the full capacity on all the days of the session. It was this wonderful experience that made the parents motivate their wards to attend each and every Yogasanas sessions held in school. It was indeed an amazing and entertaining activity.



Warming - Up
Session

Partner yoga
develops mutual
trust and
Communication





Tadasana helps
to maintain
posture and
improves body
balance

Yoga Instructor
edifying the
participants



Spiritual Sleep
to awaken body
and mind



Surfing Internet to understand different Asanas



Yogasanas have five basic principles:
Exercise, Diet,
Breathing,
Relaxation &
Meditation

Hey! Do you
know Maharishi
Patanjali is
known as the Yog
guru





21st June is celebrated as
International day of Yoga

**Research
work to find
facts about
asanas**

Pranayama increases the
Cardiovascular efficiency.



PPT slides and Demonstration of Meditation by students

MEDITATION

Meditation is an approach to training the mind, similar to the way that fitness is an approach to training the body.

It's extremely difficult for a beginner to sit for hours and think of nothing or have an "empty mind."

In general, the easiest way to begin meditating is by focusing on the breath- an example of one of the most common approaches to meditation : concentration.

"In Buddhist tradition, the word 'meditation' is equivalent to a word like 'sports' in the U.S.

BENEFITS OF MEDITATION

- Lower blood pressure
- Improved blood circulation
- Lower heart rate
- Less perspiration
- Slower respiratory rate
- Less anxiety
- Less stress
- Deeper relaxation

Engrossed in deep Meditation



PPT slides and Demonstration of Sukhasana by students

SUKHASANA

It is a simple cross-legged sitting asana in hatha yoga, sometimes used for meditation in both Buddhism and Hinduism.

For sukhasana, it is important that the spine be straight and aligned with the head and neck.

It is a very easy asana to perform and can be done by anyone regardless of age.

BENEFITS OF SUKHASANA

This asana relaxes the mind and relieves depression.

It tones the pelvic muscles and relieves sciatic pain.

It can help in sexual disorder.

It gives a good relaxing stretch to the upper body.

Restoring energy in Sukhasana



PPT slides and Demonstration of Yognindra by students

YOGNINDRA

Yognindra or yogic sleep is a state of consciousness between waking and sleeping, like the "going-to-sleep" stage, typically included by a guided meditation.

This state of consciousness is different from meditation, in which concentration on a single focus is required.

The goals of both yogic paths, yoga nidra and meditation are the same, a state of meditative consciousness called samadhi.

BENEFITS OF YOGNINDRA

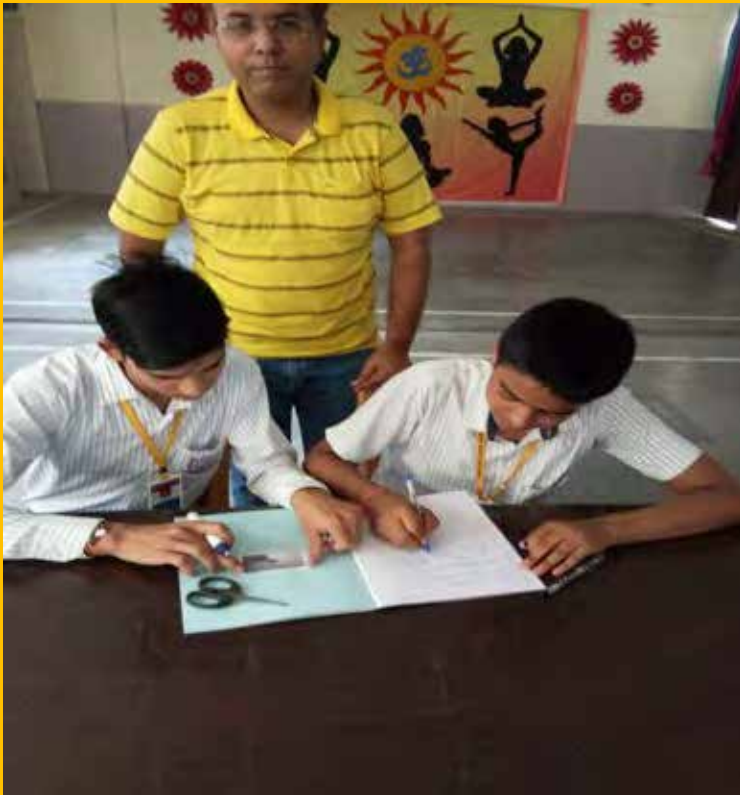
- Reduce your stress
- Bring joy into your life
- Enhances concentration
- Connect with yourself
- Helps to relax mind
- Releases tension
- Effective for better sleep

Wow!!

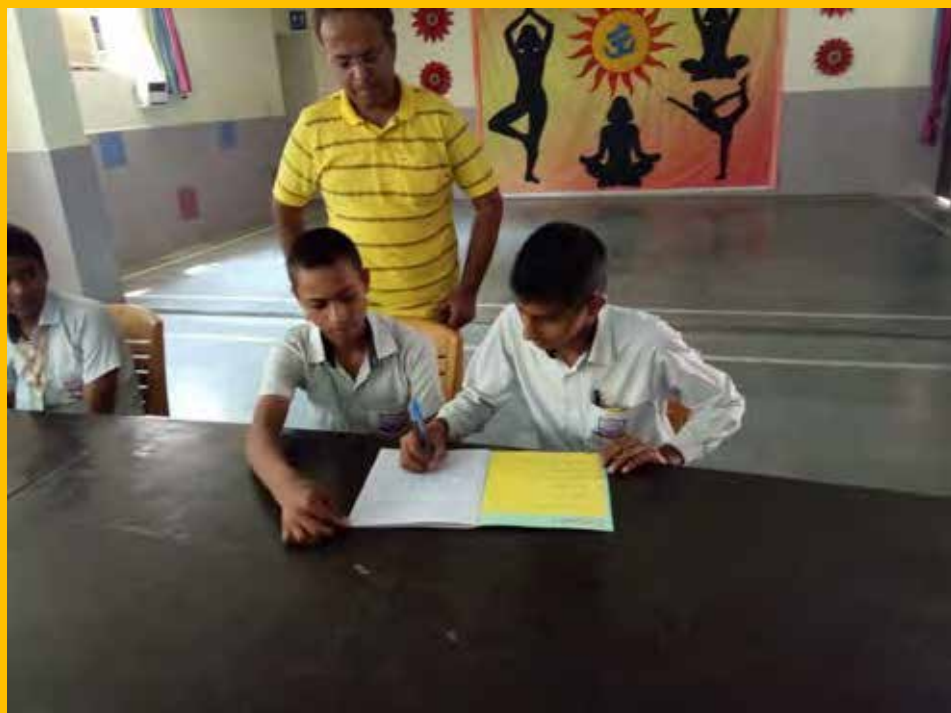
It's soooo... Relaxing &
Rejuvenating



Glimpse of Scrap Book



Penning down the details of different Asanas



Content:

1. MEDITATION
2. SUKHASANA
3. TADASANA
4. SHASHANKASANA
5. YOGANIDRA
6. SURYA NAMASKAR

Yoga is a group of physical, mental and spiritual practices or disciplines which originated in ancient India.

Yoga, by its nature, is said to be a great means to improve concentration through which the mind stays in one state with little help of stress and anxiety and focus well on the work at hand.

MEDITATION:-

Meditation is a practice where an individual uses a technique such as mind fullness or focusing the mind on a particular object. I thought on ability to train attention and awareness with an object to steadily clear and systematically internalized state of mind.

Students have found meditation difficult to define, as practice may take different forms and within them.

Compilation of steps of asanas
learnt by students



SURYA NAMASKAR

Surya Namaskar, "Salute to the sun", is a practice in yoga, an exercise incorporating a sequence of about 12 gracefully linked asanas.

The asana sequence was first recorded in yoga in the early 19th century, though similar exercises were in use in Hindu temples.

The set of 12 asanas is dedicated to the Hindu God Surya.

"Our salvation can emerge and warm you, even on the darkest, coldest winter day."

STEPS

1. Prayer Pose - PRANAMASANA

- Stand at end of your mat, keep feet together and distribute weight equally on both feet.
- Open chest & roll shoulders and breathe in and lift both your arms up from side.
- Exhale & bring your palms together in a prayer position in front of your chest.

Brief Description of Asanas



TADASANA

PROCEDURE:-

Stand up in attention position. Lift your arms upwards, stretch your hands upwards. Roll your back and come on your toes also pull up your body upwards. After some time breathe out slowly and come to the previous position. Repeat the same 10 to 15 minutes.



SUKHASANA

Sukhasana is a combination of two words 'Sukha' means 'pleasure' or 'happiness' and asana means posture.

PROCEDURE:-

Sit with legs straight in front of the body. Then bend the right leg and place the foot under the right thigh. Keep hands on knees so palms should rest on the knees. Keep head, neck and back straight. Close your eyes and relax whole body.

BENEFITS:-

- It is a good meditation posture.
- It improves concentration.
- Increases the glandular functioning.
- Improves leg strength & flexibility.
- Calms the mind.
- Strengthens the back.

*Students of Class XI & XII Performing
Surya Namasakaar*



Students learnt all the 12 gracefully linked asanas of
Suryanamaskar





Asanas performed
to improve
immunity and
concentration



Asanas give a good
stretch to upper body
including Spine and
postural muscles.





Asanas performed regularly improve metabolism & blood circulation.



The students of Class IX & X practising Sun Salutation



Warming-up
Session

Engrossed in
performing
the asanas



Pranam Mudra
(prayer pose)

Asanas Performed to improve Immunity and Concentration



VRIKSASANA
for body
balancing

GOMUKHASANA
for strengthening
backbone



**ALTERNATE
TOE TOUCH**

for reducing
obesity



**SHOULDER
ROTATION**



*Students listening and
following the instructions
religiously*

**TRUNK
ROTATION**



Images from SIS Dubai

Our Partner School, Sabri Indian School, Dubai also successfully conducted Yogasanas session with the students. The pictures sent by them reflect that the students of our partner school under the guidance of their able teachers were able to perform the asanas properly. Their Students also developed the life skills of wellbeing and self-care



Seated Mountain Pose (Parvatasana)

Vrikashasana
(Tree pose)





**Bhujangasana
(Cobra pose)**

**Students performing
the asanas according to
the given instructions**

**Seated forward
bending pose
(Paschimottan
Asana)**



**One-Leg forward
bending
(Janushirsasana)**



Mountain Pose
(Tadasana)

Deeply absorbed in following the
instructions

Rabbit pose
(Shashankasana)



Bow pose
(Dhanurasana)



A Visit to the Deprived and Underprivileged Community

Students teaching asanas to slum dwellers



Varajasana

The only asana that can be done after having food

Meditation for relaxation



Gomukhasana for
stretching of body



Students helping under privileged people to relax from stressful life...

Dhyana-
A complete
concentration of mind



Interaction with Yoga Instructor



WELCOME OF MAHESH BHAIYA MENTOR 'ART OF LIVING'



LAMP LIGHTENING TO INITIATE THE POWER OF DIVINE ENERGY



STUDENTS IN DEEP MEDITATION

Students enhanced
communication
skills



EXPLAINING THE BENEFITS OF MEDITATION & YOGA



STUDENTS PERFORMING BRAHASTIKA ASANA



QUERY SESSION

Virtual Interaction



Students of
both the
schools
performing
yoga

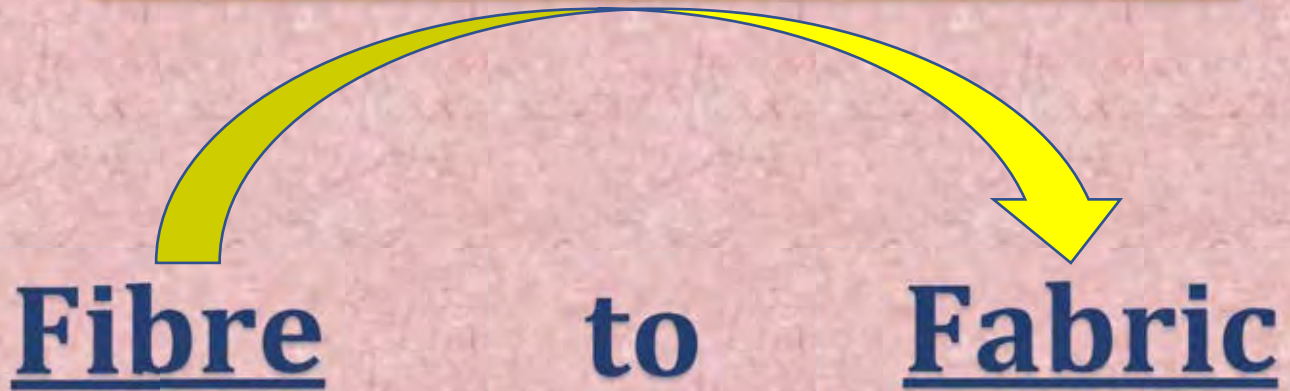
A live example of
learning beyond the
books across the
country boundaries



Feedback by Partner
School →



TRANSFORMATION





Madhu Singh



Priti Sharma



Jyoti Sharma

Team **'Fiber to Fabric'**



**Anuradha
Sharma**



**Sarita
Srivastava**



**Snehlata
Aggarwal**



Jasmeen Kaur



Naresh Bala



Teacher's Report

Aim:



Process:

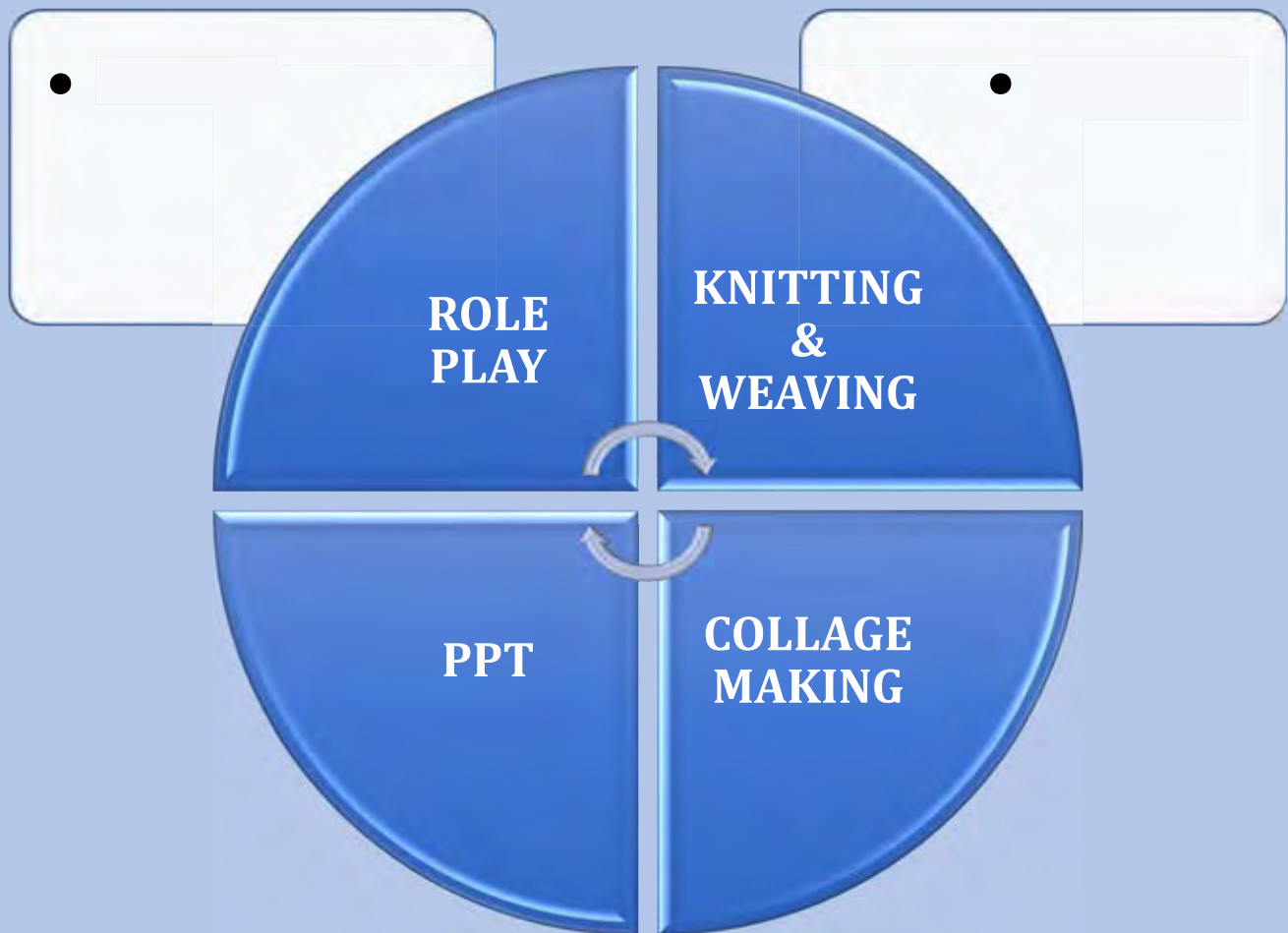
Fabrics of different countries like India, China, Brazil, Pakistan and USA were displayed. It developed the sense of awareness about the basics of engineering associated with the use, selection and properties of fabrics. Children enjoyed this role play very much. PPT presentation helped in understanding the varieties of fabrics found in the chosen countries.

Outcome: - The outcome of these activities was outstanding. It boosted their confidence and spirit of independence. Students learnt to contribute, manage and organise individually as well as in a team. This activity was a creative method for students to revise the chain events that led to the conservation of fibre to fabric. It also inculcated and nurtured the social and moral values. The students realized that the animals are individuals with emotions and the capacity to feel pain. Thus, we should save animals and not kill them for fur.

MADHU SINGH

Class Teacher - VIII Mercury

ACTIVITIES



Research Work

Students gathering Information using Internet



Searching for
innovations
in the field of
fibres

Students noting down important points



INDIA

□ There are four fiber crops with cotton standing among the topmost other include flax and hemp. There are other crops from which is extracted but not grown for fiber. These are banana, coconut, pineapple, sisal and palm.



Learnt
Information on
fabrics produced
in different
countries.

PAKISTAN TEXTILE INDUSTRY

• In the 1950s, textile manufacturing emerged as a central part of Pakistan's industrialization, shortly following independence from the British rule in the South Asia. In 1974, the Pakistan government established the Cotton Export Corporation of Pakistan (CEC). The CEC served as a barrier to private manufacturers from participating in international trade. There are six primary sectors of the textile production in Pakistan:

- Spinning
- Weaving
- Processing
- Printing
- Garment manufacturing
- Filament yarn manufacturing
- Cotton is the largest segment of textile production.
- Other fibers produced include synthetic fiber, filament yarn, art silk, wool, and jute.

U.S.A

□ The US textile industry is the foremost industry and in the queue to keep its pace strong and name in the global textile market.

□ It has one of the best contributors to take a major part in the economy of the country.



□ The US fibers, yarn, fabrics and all textile products earn greater value world wide. Currently the US ranks 4th in export their textile production and gives competition to the top three countries on a global scale.



BRAZIL

• Brazil has a unique position among the SOUTH AMERICA countries occupying approximately 50% of this region with an area of about 8.5 millions km of this about 5-6% are arable lands 22% are permanent and 58% are forest and woodlands.



➤ It is well known that natural resources dominant role in the economic activities of any country and hence contribute substantially to its gross.



Understood Manufacturing techniques of fabrics.

HI-TECH TEXTILES

- Fibres are mostly regenerated with high physical and chemical properties.
- Various natural and man-made fibre which are used in conventional textile manufacturing.

- High chemical and combustion resistant organic fibre like cotton fibers.
- High performance in organic fibres like glass fibre, basalt fiber.
- Fiber is most often spun into yarn or thread and used to make a soft, breathable textile, which is the most widely used natural fiber cloth in clothing today.

HI-TECH FIBER

- Fiber produced by high technology are termed as high tech fibers. Some examples are illustrated here.

VECTRON FIBERS

- Vector fiber is a high-performance thermoplastic multifilament yarn spun from liquid crystal polymer (LCP). It is the only commercially-available melt spun liquid crystal polymer fiber in the world. The term "Liquid Crystal" is itself an apparent paradox; liquid crystal represent a fourth state of matter exhibiting the properties of both solid and liquid. Aromatic polyamide resins are spun by this technique.

Property of vector

- Vector fiber exhibits exceptional strength and rigidity
- Excellent resistance
- High absorption

OF TECHNICAL FIBRE FOR TECHNICAL TEXTILES

- Technical fibres are used for manufacturing technical yarn. Fibres which are used for technical textiles manufacturing are listed below:->
- Conventional fibres like cotton are used for technical textiles manufacturing.
- Regenerated fibres, synthetic fibres like Viscose, rayon, polyester and nylon.

Role Play

U.S.A. Modesty and Modern Dressing



'Bom Dia'

Students representing Brazilian Fashion



The famous Pakistani's Pashmina

*Assalam Walequm!
Kaazim from Karachi,
look at our precious
Pashmina of Pakistan*



Cotton Fabric from India



Silk fabric from China

Ni Hao



Linen Fabric

Hiii! I am Linen....
Very soothing and
comfortable.



Silk Fabric

I am silk.... a rich man's fabric.



Personification of fabrics

We complete your wardrobe...



Knitting

Students learning knitting from the teachers



Enjoying the
Knitting Class

Students trying their hand on Knitting



Students preparing patterns pertaining to Knitting



Collecting Materials for Scrap File



Weaving



Making different Weave patterns



Helping students to explore a variety of patterns



Showcasing their weaving talent.

**Guiding the
students to collect
and compile their
brilliant work.**



A Glimpse of Project File



Weave Patterns made by students



Idol of Lord
Ganesha made
with silk thread
and cotton.

Weave pattern in
the form of Wall
hanging.



Knitting Patterns made by students



Knitting wool into
startling Snail.

A colourful knitted
flowerpot.



Creative Hands



Celebrating
the Artistic
creativity

Displaying
the Project
file.



Fashion Show



Displaying colourful
dress made of ethnic
georgette dupatta

Catwalk in the
traditional Gujrati
Attire- 'Kediyu'
made of cotton
fabric



**Fashion show reflecting different fabrics was
presented in our Annual Day Program.**

Fashion Fiesta



My gorgeous and
stunning long skirt of
styling Jute.

Looking awesome
in my exquisite cap
and jacket made of
jute.



**Enhancement of creativity, self confidence and
communication skills of the students.**

Audience enjoying and appreciating the show



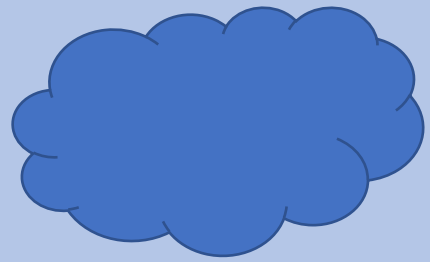
What an
incredible and
unique
performance!!!!

Truly outstanding
creativity and great
performers...



Collage Making

Children actively involved in collage making activity



Preparing collage using different fabrics

glue....



**Guiding the students to explore
their artistic skill...**



**Put more
filling in it...**

**Well done!!!!
Keep up the
good work...**

**Students
enjoying
team
work.**

**Motivating children for their
extraordinary talent**



**Children engrossed in their work
with full passion.**



Developed Team Spirit.





A joint venture in creating the collage...

Displaying their remarkable work...



The Collage

A Plea...

"Stop killing animals for fashion"

Replace Fur
with apple
fibres.

Substitute
Silk with
paper fibre.

Switch to
waxed cotton
in place of
wool.

Proxy leather with
pineapple leather

Students understood the message: -

SAVE ANIMAL TO CHERISH



Students developed Creative skills

Recalling the facts learnt

UCSKM PUBLIC SCHOOL, BHIWADI Questionnaire (Fibre to fabric)

11/09/2019

Name Attharwa Parwal

Class VIII

Q.1 Name two processes by which fabrics are made from yarns?

Weaving and knitting

Q.2 How is yarn obtained from fibres?

Yarn is obtained from fibres by the process of spinning in which a mass of cotton wool are drawn out and twisted

Q.3 How is cotton fibre obtained from cotton plants?

Cotton plants bear fruits called as cotton bolls. These bolls are full of seeds and cotton fibre.

Q.4 Name any two natural fibres?

Cotton and silk

Q.5 What is weaving?

Weaving is an art of making a piece of cloth with warp and weft.

Q.6 What is knitting?

Knitting is a method by which yarn is manipulated to create a textile or fabric.

Q.7 What are looms?

The devices on which weaving of fabrics takes place are called looms.

Q.8 What is the difference between natural fibre and synthetic fibre?

Natural fibres come from plants and animals, while synthetic fibres are made from chemical compounds.

Q.9 What is the fruit of cotton plant known as?

Cotton boll

Q.10 What is the source of silk fibre?

Silkworm

Revising the concepts.....

UCSKM PUBLIC SCHOOL, BHIWADI

Questionnaire (Fibre to fabric)

11/09/2019

Name Aachi Singh

Class VIII

Q.1 Name two processes by which fabrics are made from yarns?

Ans: Weaving, Knitting

Q.2 How is yarn obtained from fibres?

Ans 2. The process of making yarn from fibres is called spinning. In this process, fibres from a mass of cotton wool are drawn out and twisted. This brings the fibres to form a yarn.

Q.3 How is cotton fibre obtained from cotton plants?

Ans 3. Cotton fibre is a plant seed fibre that needs to be harvested and then separated from the seed.

Q.4 Name any two natural fibres?

Ans 4. Plant fibres - eg. Cotton, stem
Animal fibres eg. Wool, silk

Q.5 What is weaving?

Ans 5. The craft or action of forming fabric by interlacing thread is known as weaving.

Q.6 What is knitting?

Ans 6. Interlocking loops of wool or other yarn with knitting needles or on a machine is known as knitting.

Q.7 What are looms?

Ans. 7. A Loom is a device used to weave cloth and tapestry.

Q.8 What is the difference between natural fibre and synthetic fibre?

Ans 8. Natural fibres - They come from plants and animals.

Synthetic fibres - They are made from chemical and compounds.

Q.9 What is the fruit of cotton plant known as?

Ans 9. The fruit of cotton plant known as Boll's.

Q.10 What is the source of silk fibre?

Ans 10. The protein fibre of silk is composed mainly of fibroin and is produced by certain insect larvae to form cocoons.



ACTIVITY – 4

REVERENTIAL ASPECTS OF MEDICINAL PLANTS



OUR TEAM



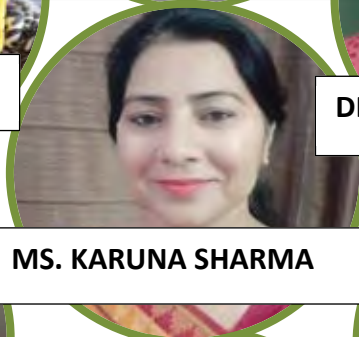
MRS. SAPNA JAIN



MR. VIVEK TIWARI



DR. MANIKA SHARMA



MS. KARUNA SHARMA



MRS. SHVETA SHARMA



MR. NARESH SAINI



MR. VARESH JHA



MR. RAJ KUMAR SAINI



MR. NEERAJ MISHRA



MS. SWATI PARWAL

TEACHER'S REPORT

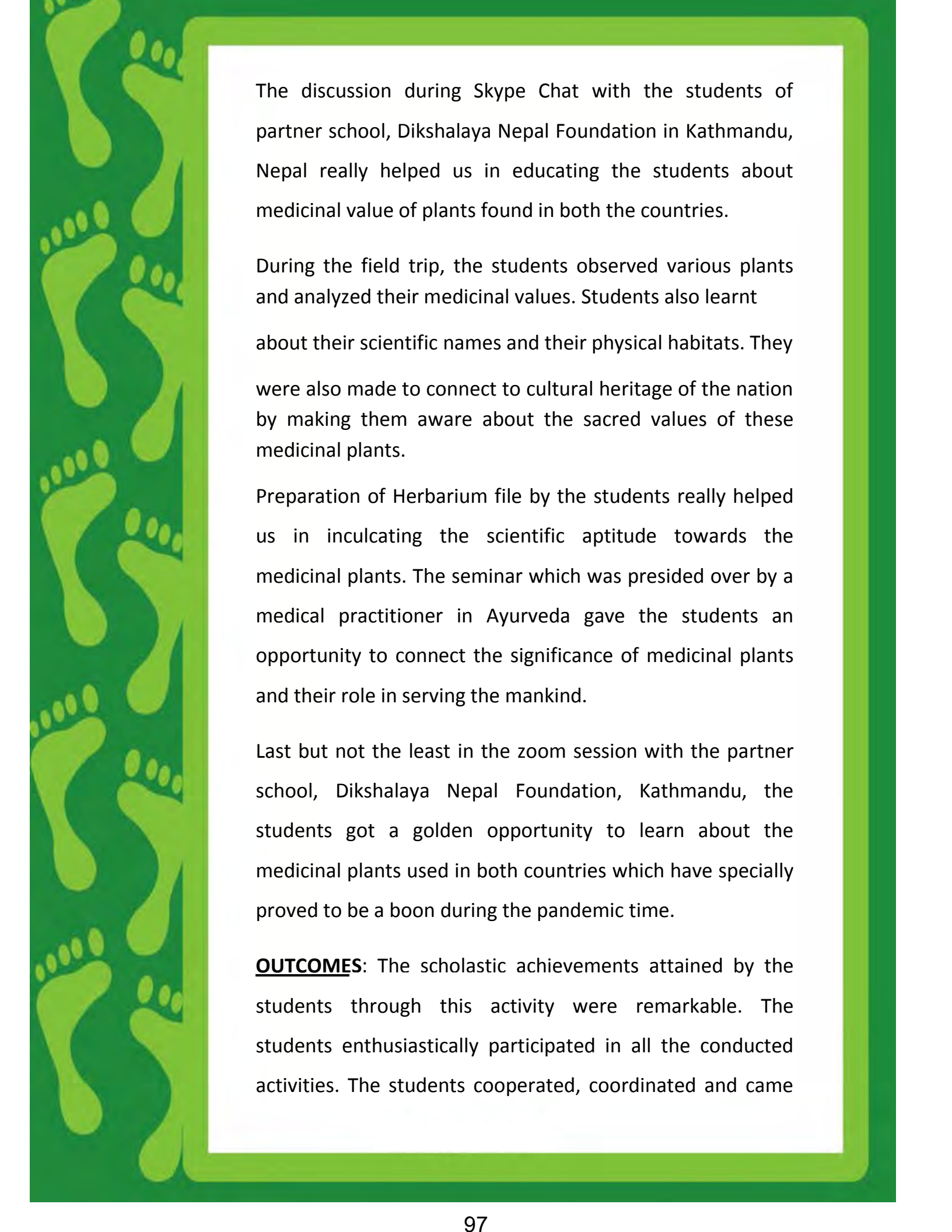


“ I hear and I forget. I see and I remember. I do and I understand.”

In present scenario the focus has moved from what the teacher does in the learning context to what the student does and the relationship between learning and experience. Today is the time where it is vital to connect every aspect of our life with nature. The British council's ISA project “Reverential Aspects of Various Medicinal Plants” was undertaken by students of grade 9th to 12th with great enthusiasm. The countries we explored were India, Nepal, Bhutan, China.

Aim : To make the learners understand the undeniable cultural value of medicinal plants with scientific temperament.

Process : The project began by collecting the information from internet, You tube, local community including teachers. We planned various activities like field trip, group discussions, poster making, folk dance, skit and virtual classes to meet our goal.




The discussion during Skype Chat with the students of partner school, Dikshalaya Nepal Foundation in Kathmandu, Nepal really helped us in educating the students about medicinal value of plants found in both the countries.

During the field trip, the students observed various plants and analyzed their medicinal values. Students also learnt about their scientific names and their physical habitats. They were also made to connect to cultural heritage of the nation by making them aware about the sacred values of these medicinal plants.

Preparation of Herbarium file by the students really helped us in inculcating the scientific aptitude towards the medicinal plants. The seminar which was presided over by a medical practitioner in Ayurveda gave the students an opportunity to connect the significance of medicinal plants and their role in serving the mankind.

Last but not the least in the zoom session with the partner school, Dikshalaya Nepal Foundation, Kathmandu, the students got a golden opportunity to learn about the medicinal plants used in both countries which have specially proved to be a boon during the pandemic time.

OUTCOMES: The scholastic achievements attained by the students through this activity were remarkable. The students enthusiastically participated in all the conducted activities. The students cooperated, coordinated and came



up with innovative ideas and learnt to work in team work. Their enthusiasm towards participation was worth appreciating. The cooperation of the parents in the process was really appreciable and motivated us for enlightening the conscience of the students. The activity was a continuous learning process and helped the students as well as the teachers involved to understand the richness and gift of nature. The activity helped us inculcate the values of sacred aspects of medicinal plants. Through this activity, we as teachers were able to develop a sense of compassion towards nature in our students. We intend and expect to have developed a sense of love and care towards MOTHER NATURE in our students.

VARESH JHA

CLASS TEACHER – XII PCM(A)

ACTIVITIES



FIELD VISIT & SEMINAR



SKIT & DANCE



HERBARIUM FILE



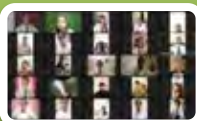
SCRAP BOOK



PPT PRESENTATION



SKYPE SESSION



ZOOM SESSION

FIELD VISIT – EXPLORING THE NATURE

Students carefully
listening to the
instructions.



Students are
observing the
plants during their
field trip.



FIELD VISIT – EXPLORING THE NATURE

Students are taking lessons from their mentor.



Positive vibes on roll...Happy faces after the visit.



FIELD VISIT – EXPLORING NATURE

Implementing the
ideas by planting
medicinal herbs in
School Campus.



Rejoicing with
nature 😊



SEMINAR BY EXPERTS

A traditional onset of the session.



Tilak Ceremony : Inculcating Cultural values along with education.



SEMINAR BY EXPERTS



Experts sharing their experiences on the benefits of medicinal herbs in treating minor ailments.

Penning down excerpts from an expert.



SEMINAR BY EXPERTS



Broadening the concept of Ayurveda – a way to healthy living.

Board is decorated with children's hand made posters.



DANCE – SWAYING WITH THE GLORY OF NATURE

Students presenting the
value of plants through
their dance



Learning with culture
facilitates gaining
knowledge beyond the
books.



SKIT – A PLAYFUL ACT



Learning home remedies
by using medicinal
plants.

Kaddha made by boiling Tulsi, Black
pepper, Turmeric powder, Ginger
and Giloy is a good immunity
booster...



SKIT – A PLAYFUL ACT

Together we can make big changes.



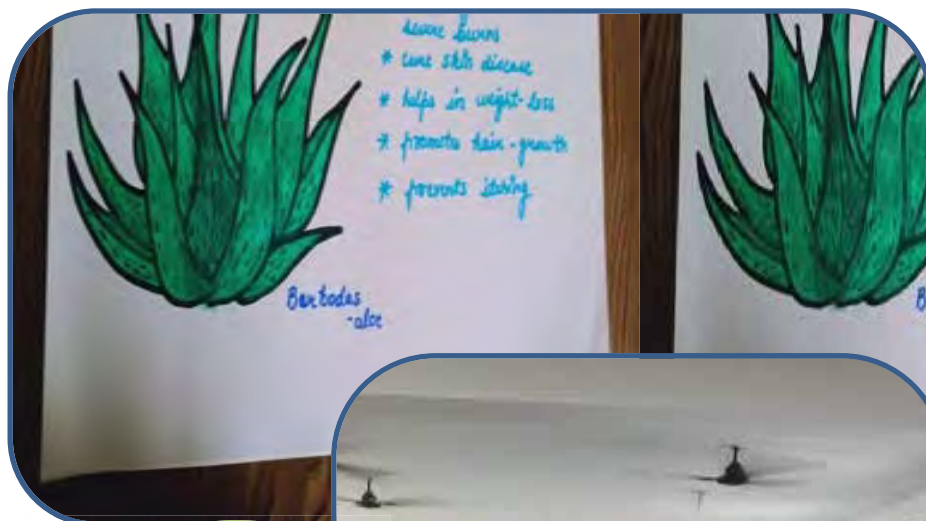
Blooming faces after learning about the medicinal benefits of vegetables.



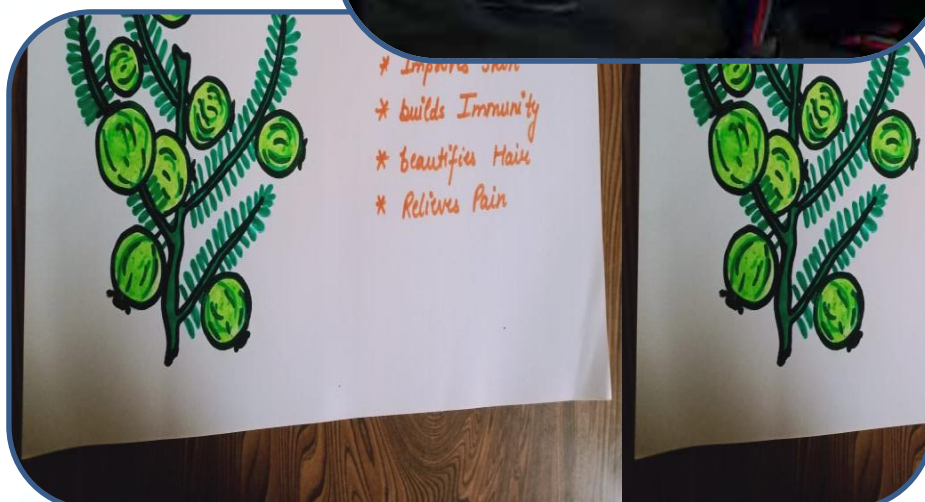
GLIMPSES OF HERBARIUM FILE



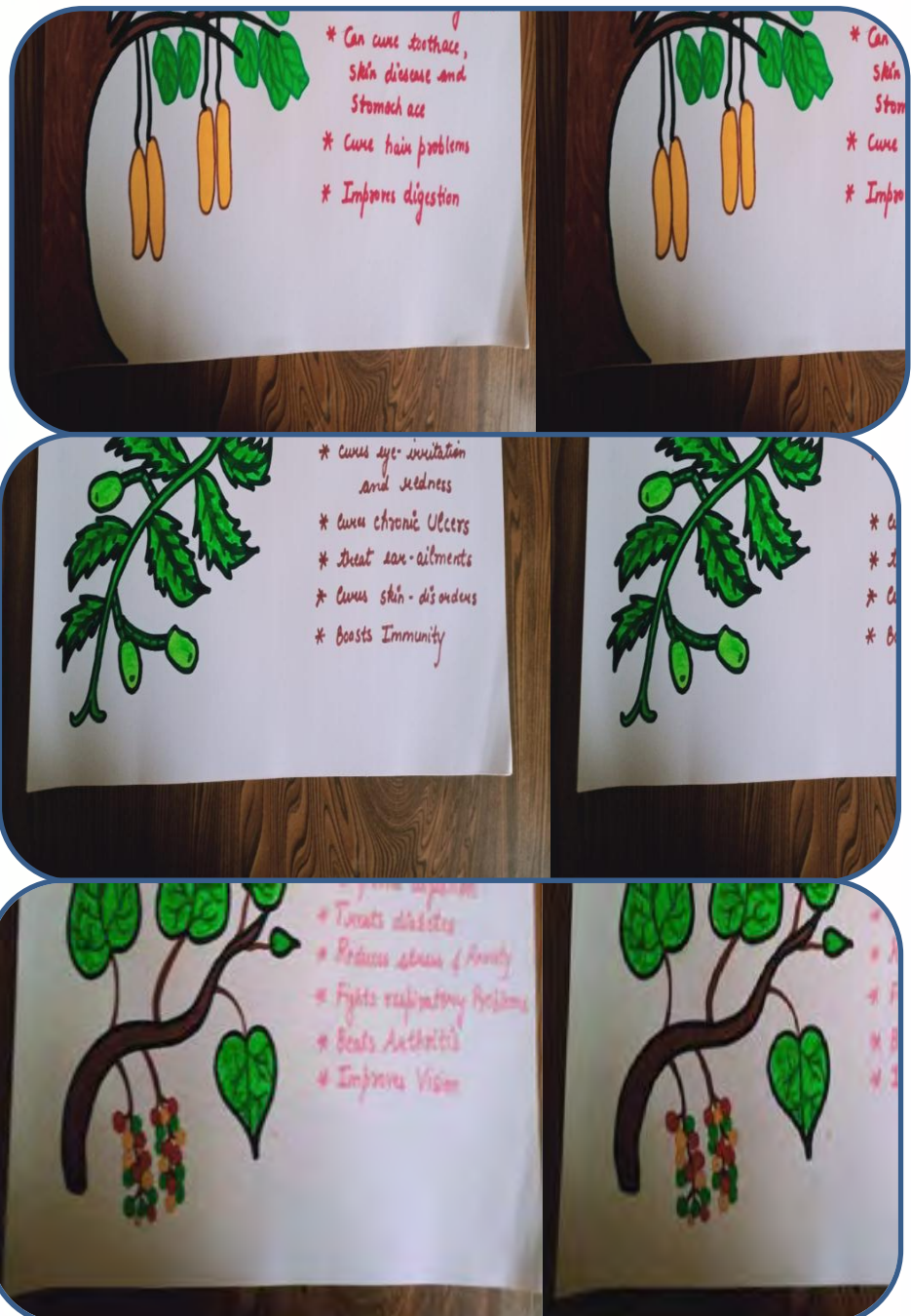
A GLANCE THROUGH SCRAP BOOK



Working happily
engraves the
learning deeply...



A GLANCE THROUGH SCRAP BOOK



Art Integrated work enhances learning and creative skills in Students....

RESEARCH WORK FOR PPT IN PROGRESS...

Herbal medicines are
safe and effective.....



They are consumed as dietary
supplements...



Together we learn
better and faster ...



SLIDES REPRESENTING ANALYSIS OF MEDICINAL HERBS...



6. BLACK PEPPER (*Piper Nigrum*)

FAMILY: *Piperaceae*
Location: Black pepper is native to present-day Kerala in South India, and is extensively cultivated there and elsewhere in tropical regions

MEDICINAL USES:

- Has anti-inflammatory properties
- May benefit your Brain
- May improve blood sugar control
- May lower cholesterol levels
- May have cancer-fighting properties



UCSKM PUBLIC SCHOOL

7. Winter cherry (*Withania Somnifera*)

FAMILY: *Solanaceae*
Common name: Ashwagandha
Location: It grows in dry parts in sub-tropical states of the country. In Madhya Pradesh and

MEDICINAL USES:

- Can reduce blood sugar levels
- Might help with stress levels
- May help reduce stress and anxiety
- May reduce symptoms of depression



UCSKM PUBLIC SCHOOL

8. False Daisy (*Eclipta prostrata*)

FAMILY: *Asteraceae*
Common name: bhringraj
Location: it grows commonly in moist places as a weed all over the world. It is widely distributed throughout India, China, Thailand, and Brazil.

MEDICINAL USES:

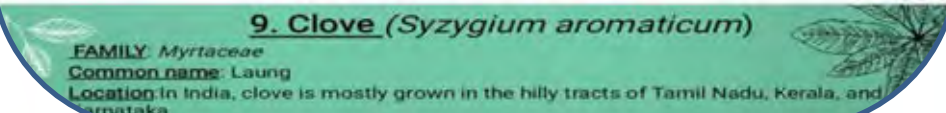
- It is good for hair
- It is good for the skin
- It is good for the liver
- It helps in dealing with dysentery
- Relieves pain and gastric ulcers
- It helps in dealing with respiratory problem



UCSKM PUBLIC SCHOOL

9. Clove (*Syzygium aromaticum*)

FAMILY: *Myrtaceae*
Common name: Laung
Location: In India, clove is mostly grown in the hilly tracts of Tamil Nadu, Kerala, and Karnataka

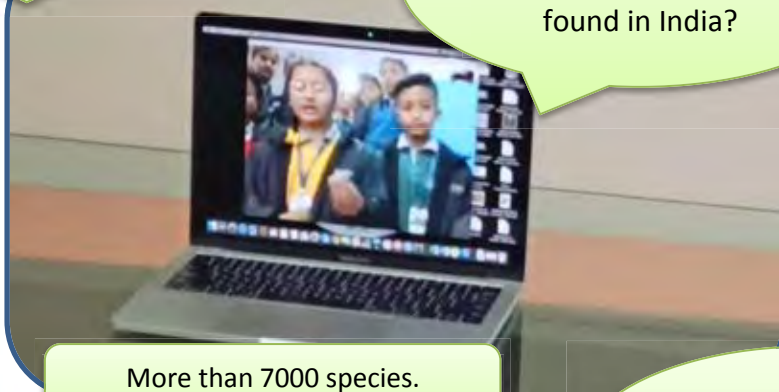


UCSKM PUBLIC SCHOOL

SKYPE –BEYOND GEOGRAPHICAL BOUNDARIES

QUESTIONNAIRE
SESSION TO CATER
THE CURIOSITY....

How many types of
Medicinal Herbs are
found in India?



More than 7000 species.

Which is the most
popular herb used in
your country?



Yarsaghumba
and Marigold

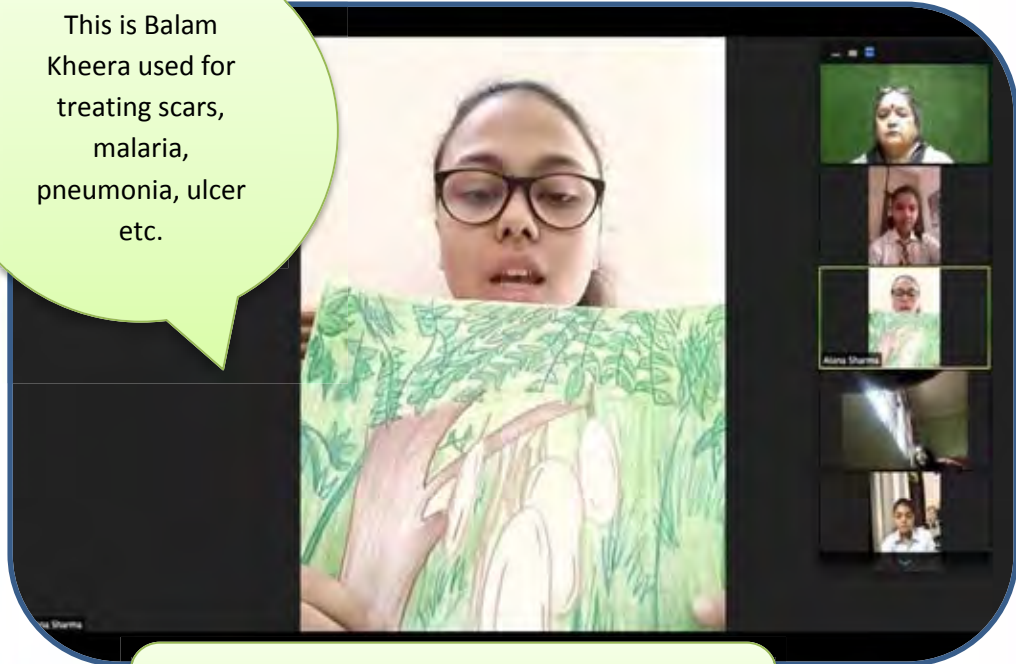


QUEST FOR
KNOWLEDGE
FULFILLED.

A PEEP INTO ZOOM CLASS

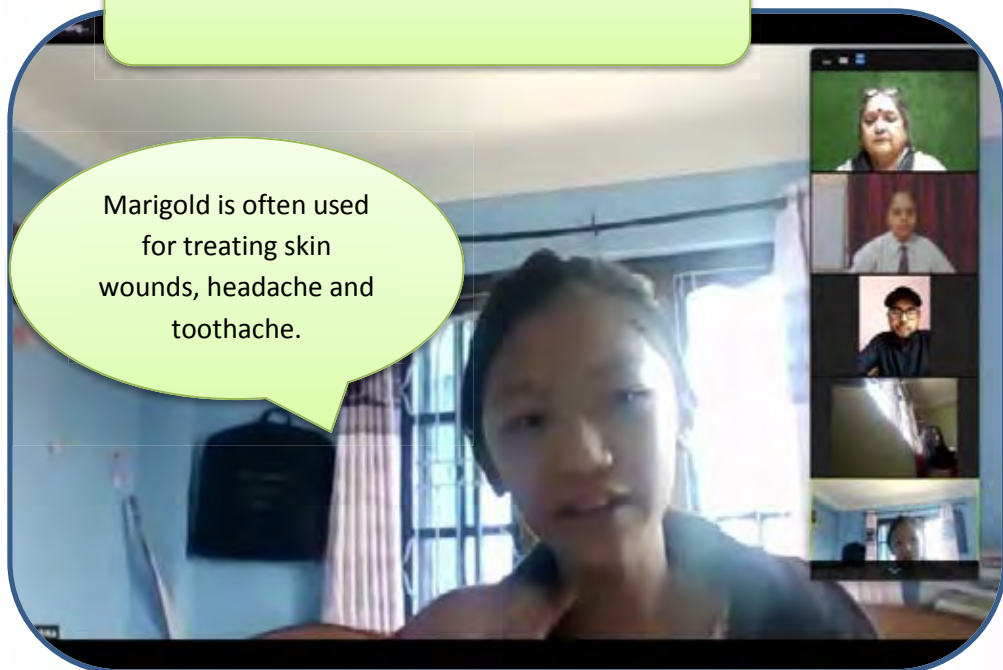
STUDENTS SHOWING POSTERS ON MEDICINAL HERBS TO THEIR PARTNER SCHOOL

This is Balam Kheera used for treating scars, malaria, pneumonia, ulcer etc.

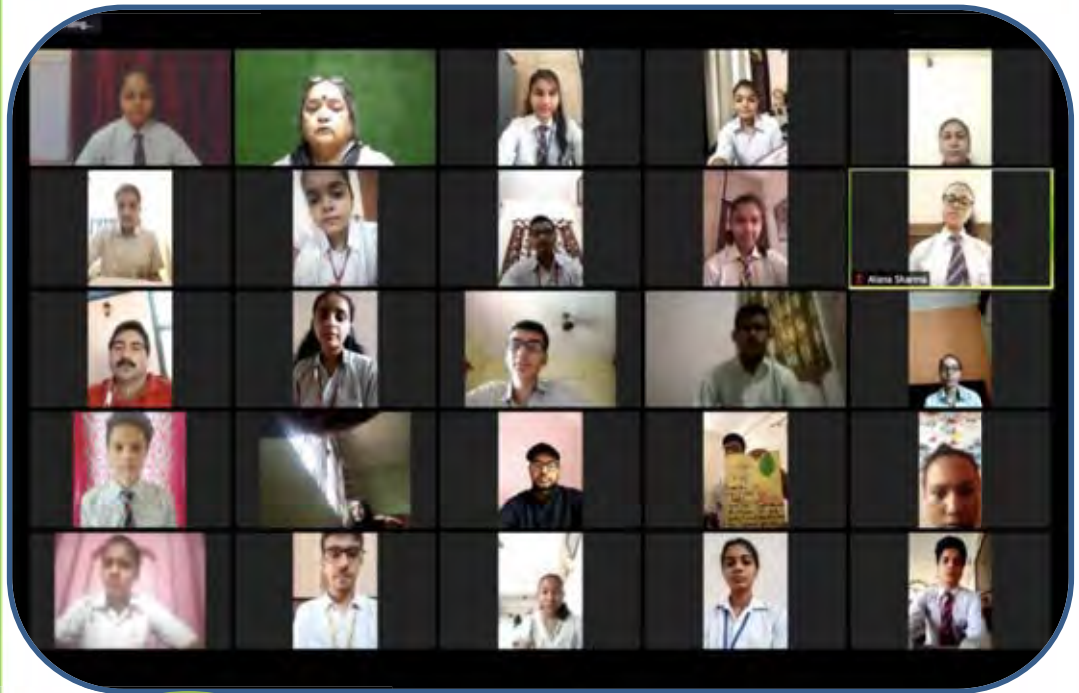


Understanding and appreciating the facts exchanged on medicinal herbs.

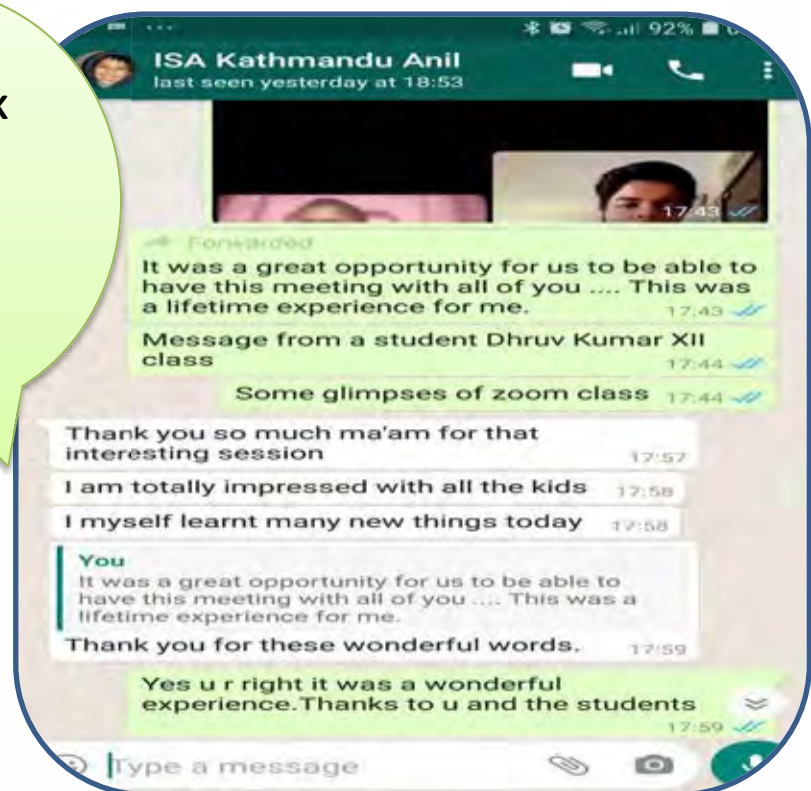
Marigold is often used for treating skin wounds, headache and toothache.



ZOOM – A VIRTUAL CLASS TO EXCHANGE IDEAS



FEEDBACK FROM PARTNER SCHOOL.



Activity - 5

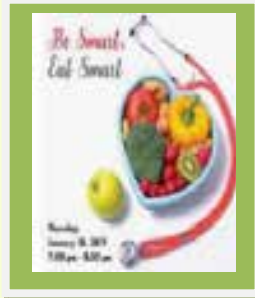
In collaboration with
SABRI INDIAN SCHOOL(SIS) , DUBAI

&
DIKSHALAYA NEPAL FOUNDATION , KATHMANDU

LET'S CHOW



EMIRATI FOOD IN DUBAI



NATIONAL FOOD OF INDIA



UNITED KINGDOM'S MOST POPULAR DISH
(*Fish and Chips*)



EUROPE'S MOST POPULAR DISH
(*Pljeskavica*)



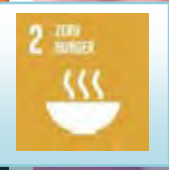
CHINA'S MOST POPULAR DISH
(*Noodles*)



USA'S MOST POPULAR DISH
(*Hamburger*)



LET'S CHOW



ACTION TEAM



Mrs. Pinky Manchanda



Mrs. Kumud Gaur



Mrs. Anamika Singh



Mrs. Neha Rathore



Mrs. Anita Upadhyay



Mrs. Mala Jain



Mr. Gopal Verma



Mrs. Anju Sharma



Mrs. Neha Mathur



Mrs. RupalDaharwal

LET'S CHOW

TEACHER'S REPORT



MRS. MALA JAIN



The key to one's well-being is balanced and nutritious diet.'

Nutrition plays a key role in the healthy development of our children and youth. Nutritious food provides our body and mind with the energy to grow, be active and stay healthy. So to create global awareness against junk food and develop inclination towards healthy food, the British Council's ISA Project 'Let's Chow' was undertaken by the students of Grade III and IV. The countries explored for this project were India, Dubai, UK, USA, European Countries and China. This was a collaborative activity with Sabari Indian School, Dubai and Dikshalya Nepal Foundation, Kathmandu.

Aim:

- To encourage the students to stay away from fast/ junk food.
- To develop inclination towards the home made healthy food.
- To inculcate the love for fruits and vegetables.
- To plan and prepare dishes without fire.
- To instill healthy eating habits.
- To know about the healthy as well as famous dishes of the explored countries.

Process:

At the outset of the project, a workshop was organised in the school wherein the nutritionists were invited. Using various kinds of visual aids they sensitized the students about the advantages of eating healthy balanced diet, food pyramid and the various nutrients found in the food items. They made the students aware about the demerits of eating junk food and also emphasized that the students should stay away from fast/ junk food.

Students of grade IV were divided into groups and a specific country (Dubai, China, UK, USA, European countries, India) was allotted to each group. On the basis of workshop they not only collected information about the different recipes of the assigned countries but also made a research fact file for each country. Poster presentation was also organised on the topic 'Popular Dishes of The Explored Countries'.



LET'S CHOW



A special class on the theme 'Healthy Food Bless Us, Junk Food Mess Us' was also conducted wherein the students not only recited poems in Hindi and English but also made posters on 'Healthy Eating Habits'.

To inculcate the love for fruits and vegetables 'Food Without Fire' activity was organised in school. Students dressed up as little chefs to show their expertise. Students were divided in groups and each group was allotted a dish to prepare. They prepared healthy dishes like Vegetable Sandwiches, Fruit Chaat, Salad, Bhelpuri and Sprouts Chaat. They displayed posters on 'Healthy Eating Habits'. These posters, pictures and recipes of the items prepared were exchanged with the partner school. A similar activity was conducted among the students of our partner school and mailed to us. (However, this activity was delayed by the partner school as they were busy in their school activities and ISO audit.)

'A visit to mall' was also arranged for the students of Grade III so that they could have a learning experience outside the classroom in a guided environment. It gave them an opportunity to think and plan decisively, shop independently and work in team.

Due to Covid-19 pandemic the students of our school had a virtual class with Dikshalya Nepal foundation, Kathmandu wherein the students of our school demonstrated the preparation of snacks like Fruit Chaat, Bhelpuri, Sandwiches and Sprout Chaat. It was a new and exciting experience for the students of both the school.

Outcome:

The outcome of the project was outstanding. All the students enthusiastically took part in all the activities. The students cooperated, coordinated, came up with innovative ideas and worked as a team. Their enthusiasm throughout the project had been worth appreciating. The cooperation of parents gave us energy to work more fantastically. All the teaching staff showed involvement with full support and each day came to an end with a new experience for the students.

This project made the students aware about merits and demerits of healthy food and junk food. They got to know about the famous and highly nutritious dishes along with their recipes.

Exchange of information, pictures and posters paved way for international dimension into the classroom.

A virtual class with our partner school fostered experiential and collaborative learning.

The activity inculcated self-confidence, teamwork, leadership and decision making qualities.

It also developed a sense of good health and well-being.

MRS MALA JAIN

Class Teacher – IV MARS



LET'S CHOW



ACTIVITIES

Workshop

Virtual
Interaction
Session

Visit to Library &
Computer Lab

Research
fact files

Food Without
Fire

Poster
presentation

Visit to Mall

Special Class (Hindi
& English Poem
Recitation, Poster making
& sloganwriting)



3

GOOD
HEALTH

LET'S CHOW

5

GENDER
EQUALITY

2

ZERO
HUNGER

WORKSHOP

17

PARTNERSHIPS
FOR THE GOALS

A HEALTHY
OUTSIDE
STARTS FROM
THE INSIDE



In order to instill healthy eating habits a workshop was conducted by the renowned nutritionists Dr Roop Singh and Dr Sunita Singh. They sensitized the students about the advantages of eating proper, nutritious and balanced diet. They also encouraged them to remove junk food from their plates. The workshop was very informative. During the interactive session students learnt the advantages of eating fruits and vegetables, especially the green leafy vegetables.

Food is really and
truly the most
effective
medicine.



3



2

ZERO
HUNGER

5

GENDER
EQUALITY17
PARTNERSHIPS
FOR THE GOALS

LET'S CHOW



Students understood the importance of correct nutrition required for healthy growth.



LET'S CHOW



EXPLORING INFORMATION FROM BOOKS AND INTERNET



We strongly believe that books are our best friend and technology is a helping hand to the mankind.

To educate the same, activities like visit to library and computer lab were incorporated in the project. These activities helped the students to enhance their knowledge and research skills. The students accumulated all the relevant information to develop healthy eating habits.

They penned down the recipes of nutritive dishes, food habits and food safety rules followed while cooking.



3

GOOD
HEALTH

LET'S CHOW

5

GENDER
EQUALITY

2

ZERO
HUNGER

17

PARTNERSHIPS
FOR THE GOALS

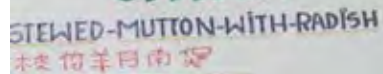
PREPARING FACT FILES



ENGROSSED IN
MAKING RESEARCH
FACT FILE



Children gained an explicit knowledge about the diverse cuisine of the explored countries.



INGREDIENTS

MUTTON - 450 g
TURNIP - 250 g
WOLF BERRY
SCALLION
GINGER
WHITE PEPPER

STEPS TO COOK -

cleaning and feeding of white heads, and
putting in two or three drops of
oil in each water jar is found to
be very effective.
These insects were also in large numbers
on water in water with glycerol added
and water in this water with a drop of
glycerol (to prevent autoxidation).
They were, however, glycerol is necessary.
It is very effective in water and then
it is a good method of cleaning water.
It is also a good method.
It is very effective, and can be per-
formed and other insects with water.



NUTRITION

- Calories - 322
- Fat - 6.9
- Sat. Fat - 2.0
- Protein - 20



EXPLORING THE TRADITIONAL FOOD EATEN ON CHINESE LANTERN FESTIVAL.

FESTIVAL IN CHINA
LANTERN FESTIVAL

- GLUTINOUS RICE-BALLS

Yuan Xiao (元霄)



INGREDIENTS

WATER - 7 cups
SUGAR - 500g
PANDAN LEAVES
GINGER
RICE FLOUR - 500g
CARROT
20 BLUE PEA FLOWERS
RED COLOURING

CHINESE FOOD

Sichuan Pork



Image details:

1. Honey butter
2. Chimichurri
3. Boneless pork loin
4. Crispy red pepper flakes
5. Butter
6. Red bell pepper
7. Green onion
8. Ginger root

Recall

1. Blend 2 tbsp. soy sauce and cornstarch
2. Add pork, shaking to coat well
3. Blend any excess and shaking
4. Cook and stir crushed red pepper in butter
5. Add pork mixture
6. Cook and stir for 5-6 min
7. Add red pepper, green onion and ginger
8. Cook and stir for 3 mins
9. Return pork to skillet with shrimp mixture and cook 3 mins

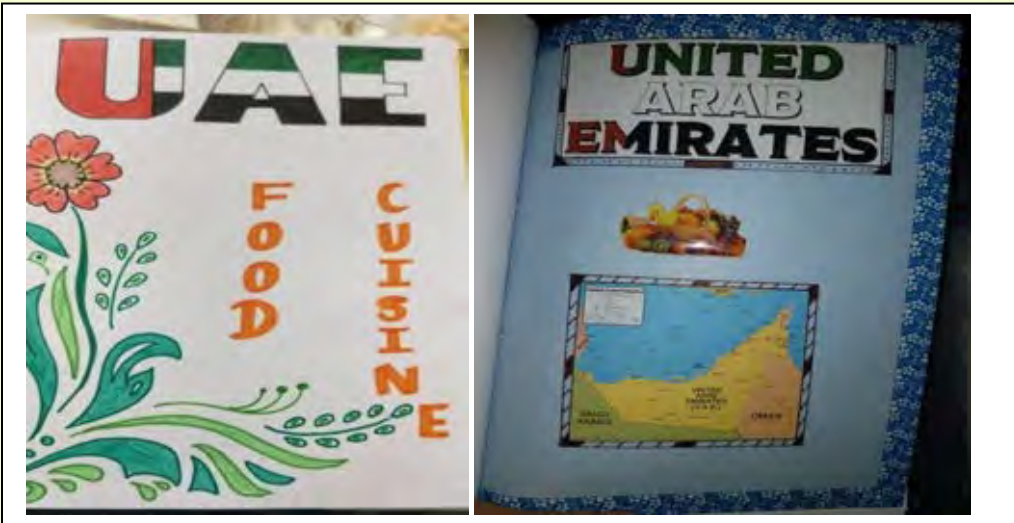
Abstract

Calcium hydroxide	11g
potassium	28g
oil	4g

Students gained knowledge about the eating habits of Chinese.



LET'S CHOW



Its calorific value is 1409.56 kcal



Traditional food of UAE

They learnt about the preferences of people during summers in Dubai.

3 GOOD HEALTH



LET'S CHOW

5 GENDER EQUALITY



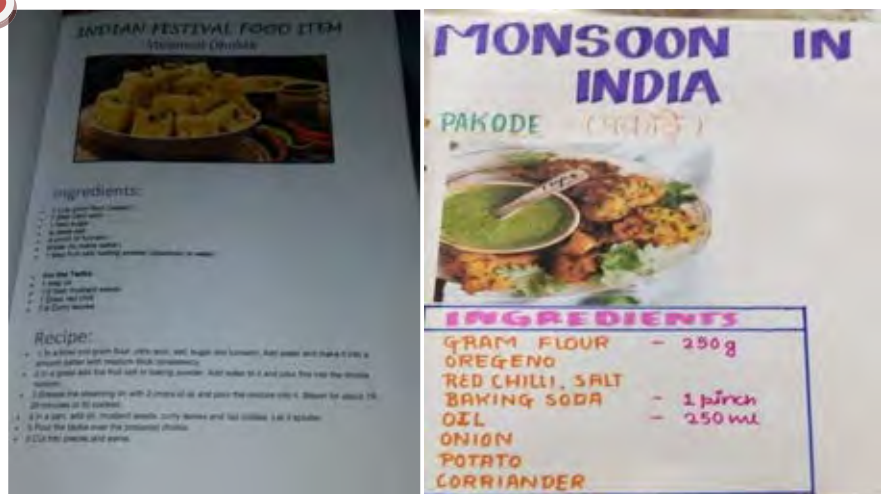
17 PARTNERSHIPS FOR THE GOALS



2 ZERO HUNGER



Indian food has the power to bring everyone together.



Students learnt about the different Indian cuisines.

3

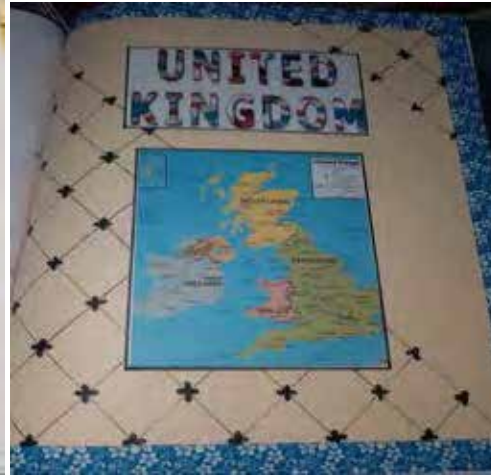
GOOD
HEALTH

LET'S CHOW

5

GENDER
EQUALITY

2

ZERO
HUNGER17
PARTNERSHIPS
FOR THE GOALS

WINTERS IN UK

MUFFINS

INGREDIENTS

- ALL-PURPOSE FLOUR - 2 cups
- BAKING POWDER
- SALT
- SUGAR
- EGG - 1 egg
- MILK - 1 cup
- OIL
- WATER

STEPS TO COOK -

1. Preheat oven to 180°C (350°F).
2. In a large bowl, mix flour, baking powder, salt, and sugar.
3. In another bowl, mix egg, milk, oil, and water.
4. Pour the batter into a muffin tin.
5. Bake for 15-20 minutes.
6. Let cool for 5 minutes before serving.

NUTRITION :-

- Fat - 16g
- Fiber - 1g
- Sugar - 33g
- Protein - 4.5g
- Calories - 377

English pancakes are similar to French crepes and Italian crespelle.

FESTIVAL IN UK TASTE OF LONDON

• PANCAKES



INGREDIENTS

- PLAIN FLOUR - 100g
- EGGS - 2
- MILK - 300 ml
- OIL
- LEMON
- CASTOR SUGAR
- MAPLE SYRUP

STEPS TO COOK -

1. Mix the flour, sugar, and baking powder in a large bowl.
2. Add the eggs and milk, and mix well.
3. Add the oil and lemon juice, and mix well.
4. Cook the pancakes on a hot pan, and serve with maple syrup.

NUTRITION :-

- Fats - 2g
- Carbohydrates - 7g
- Sugars - 1g
- Fiber - 0g
- Protein - 13g
- Salt - 0.1g



Acquired knowledge about different dishes prepared during celebration and festivals in the UK

3

GOOD HEALTH



LET'S CHOW

5



17 PARTNERSHIPS FOR THE GOALS



2

ZERO HUNGER



SUMMERS IN USA

HAMBURGER



INGREDIENTS

BEEF - 1 pound
EGG - 1 egg
ONION
GARLIC
PEPPER
SALT
BURGER BUNS
MAYONNAISE
KETCHUP
TOMATO

STEPS TO COOK-

1. Mix beef with 1 tsp. oil and season with salt and pepper. Grill for 5 minutes on each side. For about 10 minutes. Lay the cheese and onion, tomato, and onion etc.
2. Spread ketchup on your bun. Assemble all the ingredients. Have a tasty burger.



NUTRITION :-

• Protein - 31g
• Fat - 25g
• Fiber - 2.4g



It's scalarific
value is 270
Kcal

FESTIVAL IN USA GOOD FRIDAY

ROASTED VEGGIE



INGREDIENTS

COCONUT OIL
GARLIC
GINGER
MILK
MAPLE SYRUP
LIME JUICE
SWEET POTATO
RED CABBAGE

STEPS TO COOK-

1. Take a large pot on a stove and add some water. Boil it.
2. Add onion and carrot, stirring. Add ginger and garlic, and cooking for 5 minutes. Add the vegetables, milk and soy sauce. Add sea salt.
3. Turn off the burner and garnish with spinach, lime juice. Serve on cooked rice or noodles. Enjoy!



NUTRITION

• Calories - 53
• Fat - 4.8g
• Sat. Fat - 0.7g
• Protein - 2.4g

Explored the eating habits of Americans

3

GOOD HEALTH



LET'S CHOW

5

GENDER EQUALITY



2

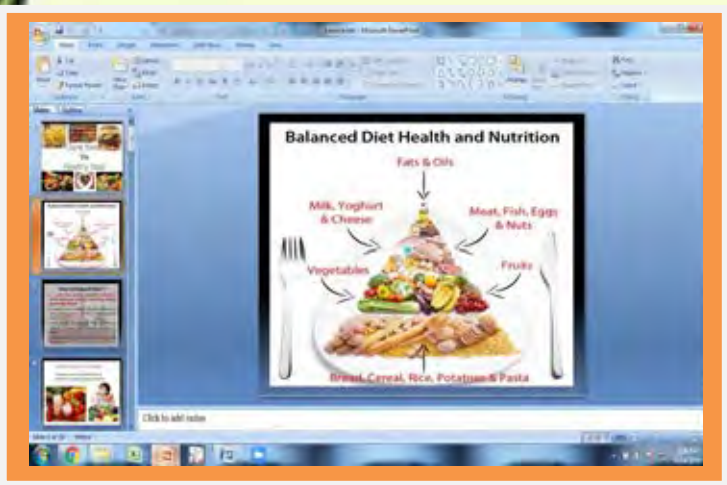
ZERO HUNGER



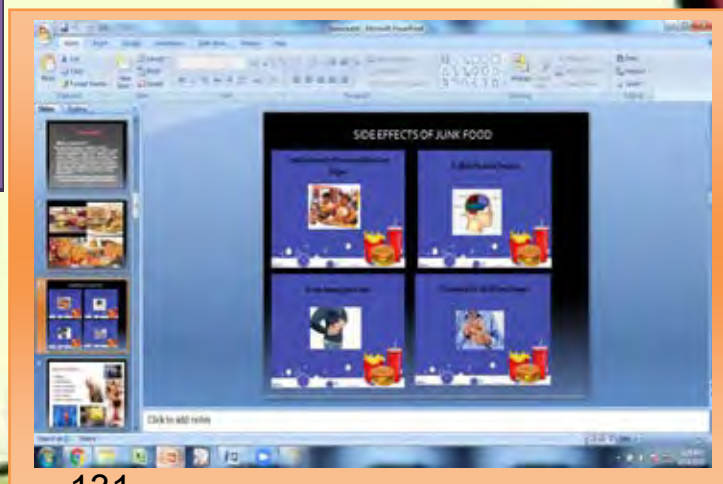
PPT SLIDES MADE BY STUDENTS ON BENEFITS OF HEALTHY FOOD

17

PARTNERSHIPS FOR THE GOALS



Green leafy vegetables are good for eyes.





LET'S CHOW



POSTER PRESENTATION

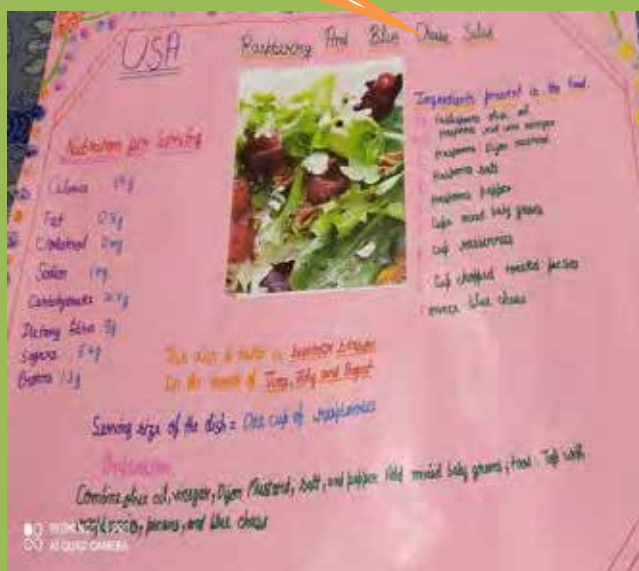
As rightly said "Every successful presentation is prepared on four pillars People, Plan, Passion and Preparation." Our students showcased through their presentations that good nutrition is an important part of healthy lifestyle. Our healthy diet can help us to reduce risk of chronic diseases and promote good healthy habits. In their presentation students shared the knowledge they had acquired about the dishes of the explored countries (US, UK, INDIA, CHINA, EUROPE) Their presentations included information about the recipes of healthy and popular dishes with their nutritive values. Safety measures to be adopted while cooking were highlighted beautifully.



Developed
Presentation
Skills



Enhancing their
oratory skills



3 GOOD HEALTH



LET'S CHOW

5 GENDER EQUALITY



2 ZERO HUNGER

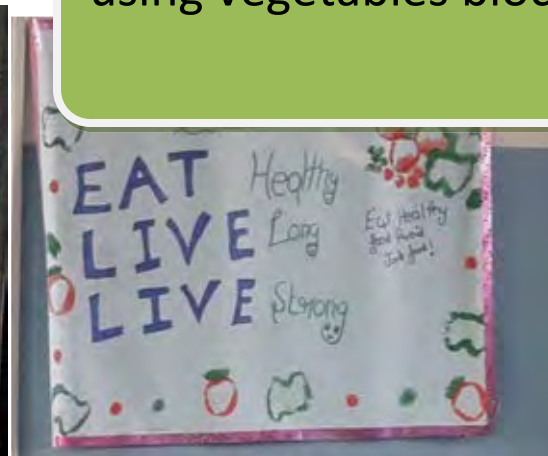
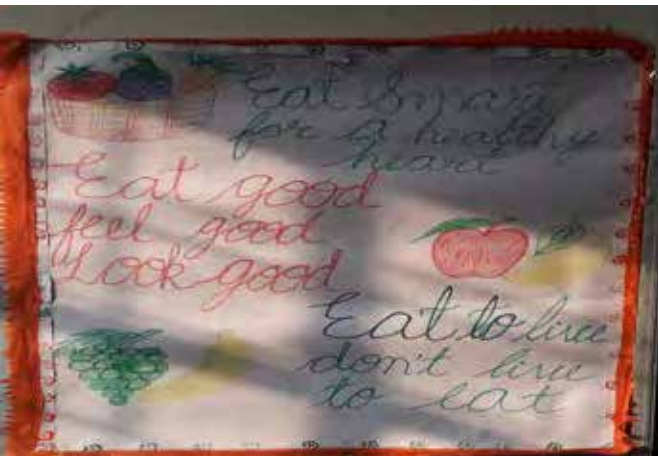


STUDENTS MAKING POSTERS IN A SPECIAL CLASS

17 PARTNERSHIPS FOR THE GOALS



Students are making posters using vegetables blocks.



Enhancing their creative and artistic skills

3



LET'S CHOW

5

GENDER
EQUALITY

2

ZERO
HUNGER

POEM RECITATION IN SPECIAL CLASS

17

PARTNERSHIPS
FOR THE GOALS

Poem paints a picture of what a poet feels.

Our students actively participated in poem recitation activity. The poems recited by them conveyed their emotions and key learning in a beautiful way. Their poems captured succinct details about nutritious value of food. They conveyed the powerful message of avoiding junk food.



*Junk food Junk food
go away go away
Junk food Junk food
Be never seen in my tray.*



3 GOOD HEALTH



LET'S CHOW

5

GENDER EQUALITY



2

ZERO HUNGER



STUDENTS PREPARING FOOD WITHOUT FIRE

17 PARTNERSHIPS FOR THE GOALS



Developed a sense of team work



LET'S CHOW

3 GOOD HEALTH



2 ZERO HUNGER



5 GENDER EQUALITY



17 PARTNERSHIPS FOR THE GOALS



ACTIVITY WITH OREO BISCUITS BY SIS. DUBAI



The teachers of our partner school Sabri Indian School, Dubai initiated a dual way of learning by using Oreo Biscuits in an ingenious way. Their students prepared sweet and salty snacks by placing cheese slices in the Oreo biscuits. These were also used to clarify the Mathematical concept of Fractions.



3



LET'S CHOW

5



Virtual Interaction with Our Partner School

17



Yash Jadhav Class V Mars

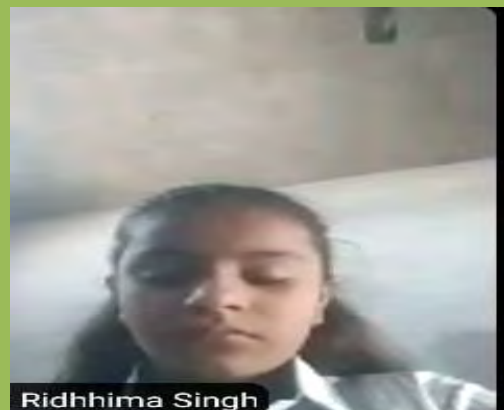
What is the popular food of Kathmandu?

MOMO!



Pratikshaya Basnet

Which food do you like the most; Homemade or Street food?



Ridhima Singh

I like homemade food



Binita Budhathoki

Developed communication skills



ACTIVITY – 6



AQUA CONSERVATION



Team 'Aqua Conservation'



Preeti Singh



Pritpal Kaur



Ritu Singh



Tapan Chakravarti



Urmila Chaudhary



Sudha Tomar



Preeti Kumari



Uma Chaturvedi



Teacher's Report



“Saving Water is a good deed, its an essential resource, we all need”

makes the existence of human life difficult. For the British council's International Sc the project 'AQUA CONSERVATION' was under taken by the students of grade VII and VIII.

AIM

PROCESS

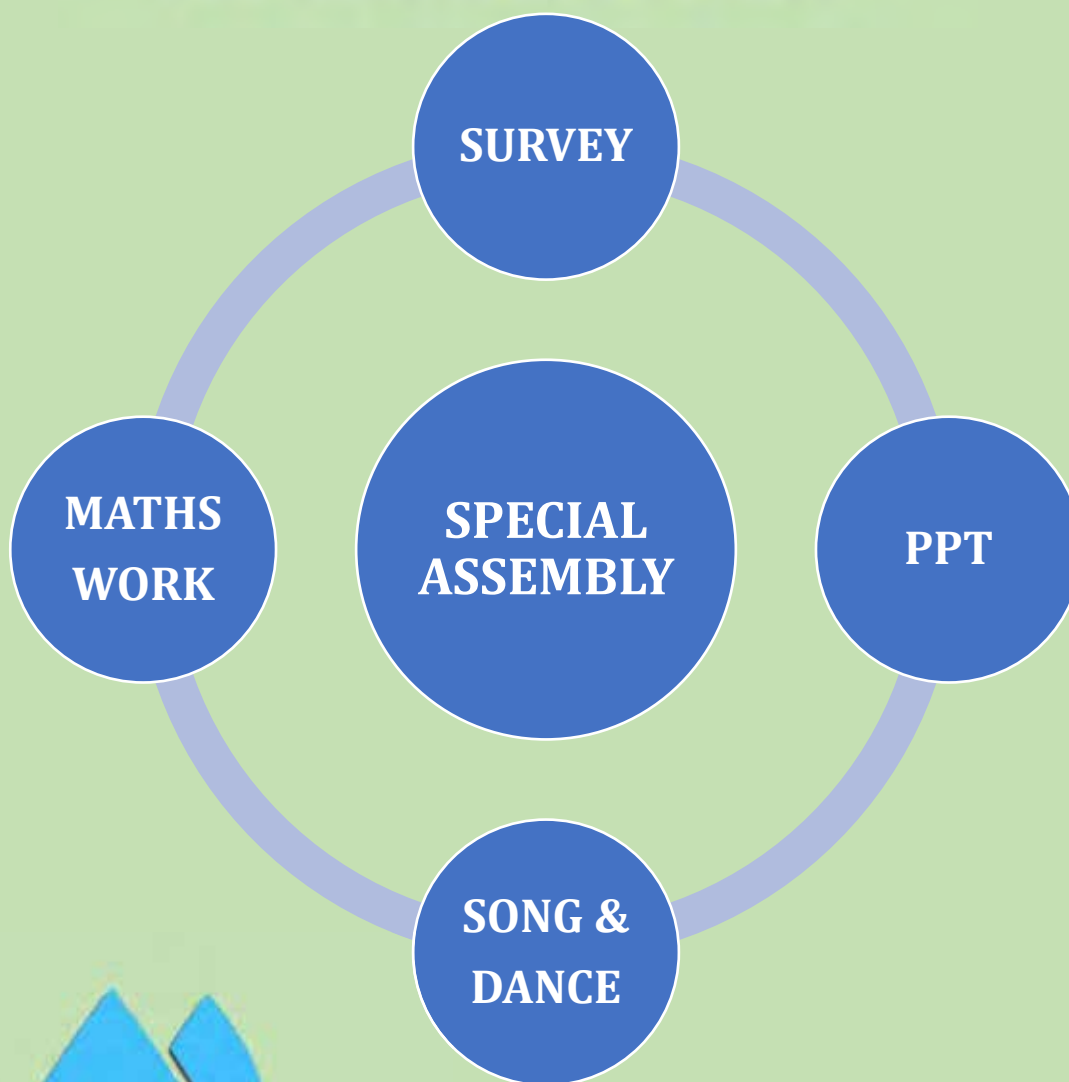
OUTCOMES

MRS. PREETI SINGH

Class Teacher - VIII VENUS



ACTIVITIES



Students engaged in Research work:



It's going to be a big

Fact finding:

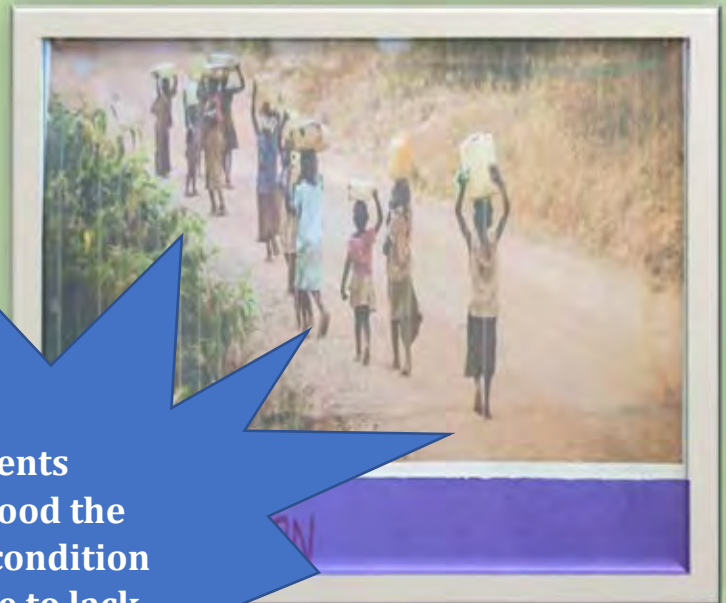
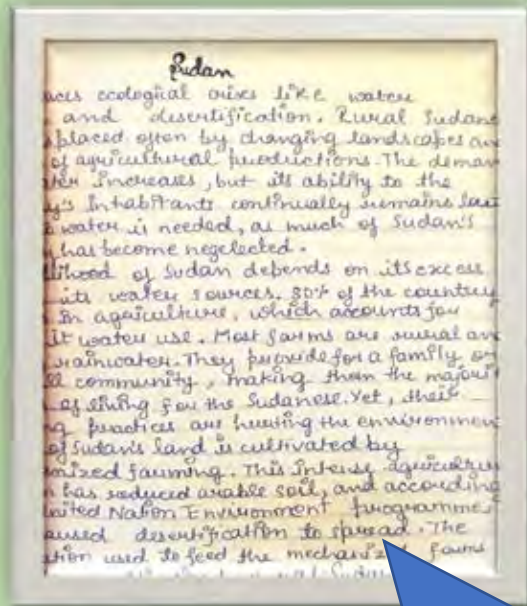


It's the most

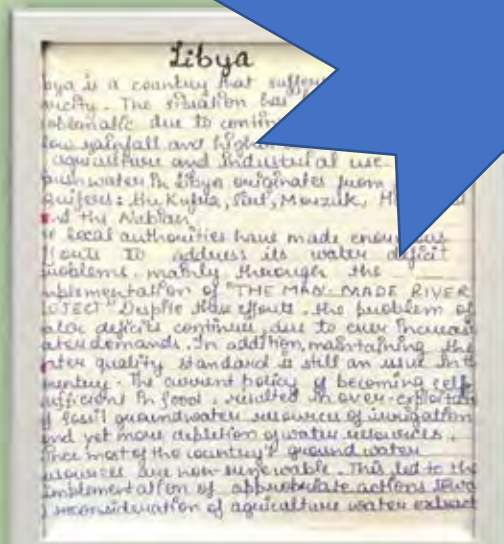


Scrap Book Prepared by the Students

“Water Scarcity” in Sudan & Libya



Students understood the pathetic condition of life due to lack of water

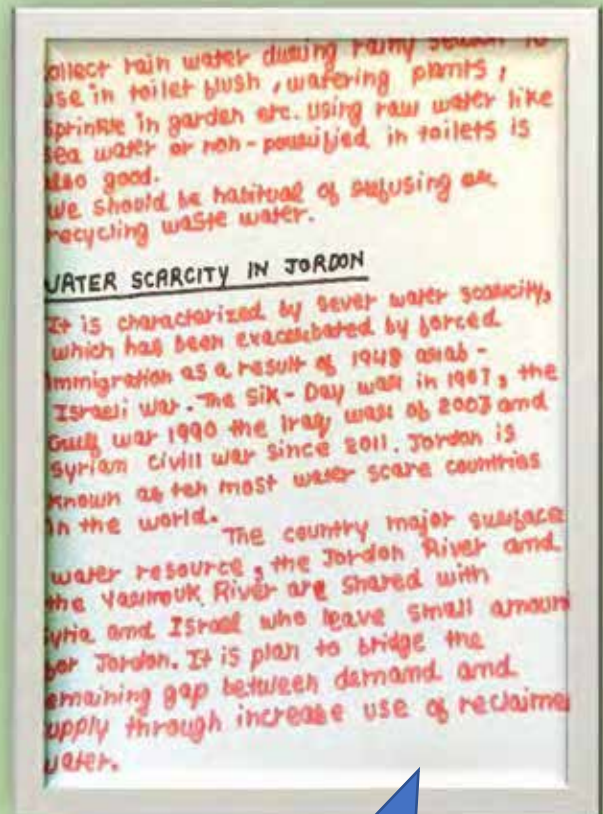
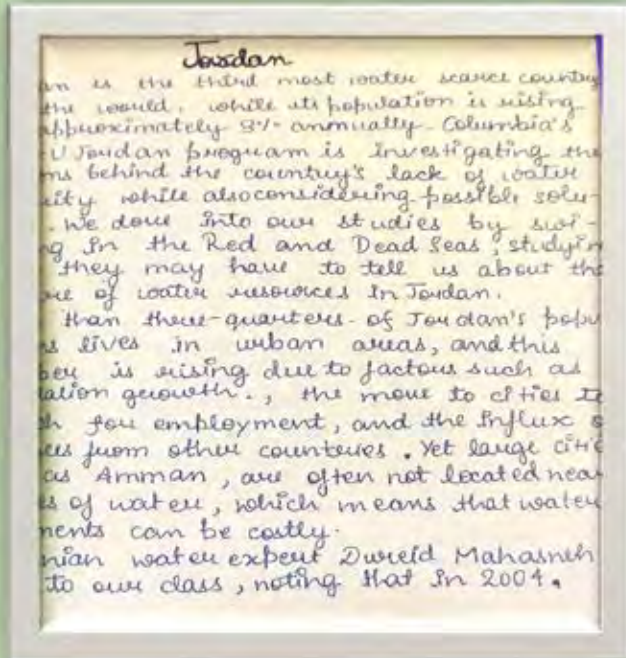


Information about Libya



Water Scarcity in Libya

“Water Scarcity” in Jordan



Water Crisis in Jordan

Hardships in
life without
water...

distances on bus but to just get water. In some cities like Bangalore people have to buy water bottles worth RS.22 to RS.30 and drink clean water. People face more problems during summer months when the daily need of water increases. Recently, it is reported that around 25% urban population lacks ability to drink drinking water. In some areas, the privatization of water bodies is a main reason of water scarcity.

SIMPLE WAY TO SAVE WATER

There are various simple ways which we can use on daily basis and save gallons of water. Save water techniques which we must use to save water at home and other places. We should use shower heads with low-flow (so called as energy-efficient shower heads), low flush toilets and composting toilets (instead of conventional water flush toilets as they use large volumes of water) and dual flush toilets (it uses very less water than others).

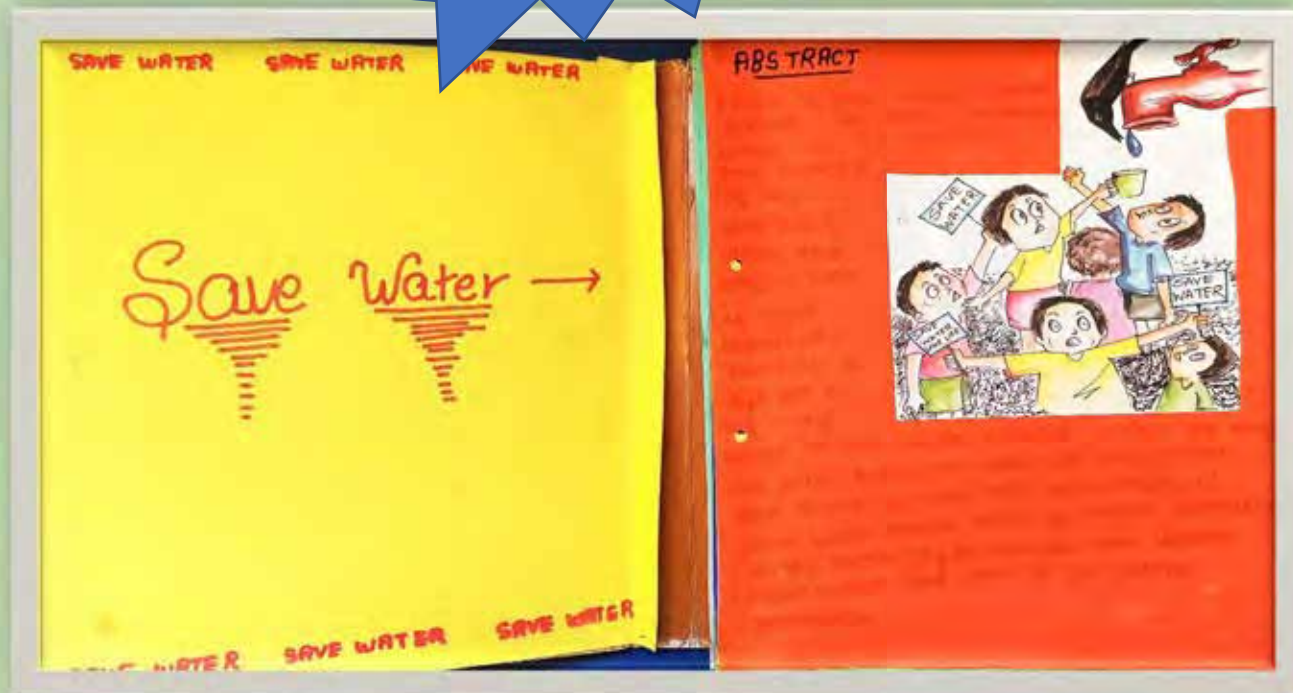
Keep the tap close while doing hand wash, tooth brush, face wash, washing dishes, etc.

IMPORTANCE OF CLEAN WATER

Clean water life is not possible on earth. All the living beings like humans, animals, plants etc. need water to grow, develop and live. Water is the only source of all lives here. We need water in all the walks of life from morning till night like drinking, cooking, bathing, washing clothes, watering plants, etc. People working in different fields need water for different purposes. Such as farmers need water to grow crops, gardeners to water plants etc. and industrialists for industry work, electricity plants to generate hydro-electricity etc. So, we should save clean water for the wellbeing of our future generations and healthy life of water and wildlife animals. People in many places of the world are facing water scarcity or completely no water in their regions.

Students realized:

"Waste water today and face a dry tomorrow"



Poster Making Competition on “Save Water”



*Students expressed
their true feelings
related to
“Importance of
water” through
their art work.*



*Excellent work
students...*



Poster making in progress





Every drop counts!!

Students displaying their artistic skills through an array of posters on “**Scarcity of Water**”



***Winners** of the competition from different classes*

Students Preparing Logo for the “Secret Spy Team” to conduct the Survey



Three Cheers
for the
winners!!!




Survey Sheet

Name : Mr. Anesh Joshi
Flat no / House no. : 518
Society / Area : Cosmos Greens / Pine Apartment

1. What water system do you have?
☒ a Central water
☐ b Local (Well)
☐ c Driven well (shared by many families)
2. What kind of sewage system do you have?
☐ a Local
☒ b Central
☐ c Polluted water is driven into nature (ground) etc.
3. How do you wash your utensils up?
☐ a Under running water by hand
☒ b By hand without letting the water run
☐ c Using a dishwasher.
4. While was brushing teeth, do you
☐ a Let water run
☐ b Use a glass of water
☒ c Either it depends
5. What do you use for getting washed?
☒ a Take a bath
☐ b Take a shower
☐ c Go to sauna bath
☐ d Other

- ☐ a While taking a shower, do you
☐ b Let water run all time
☒ c When I am shampooing or soaping I turn it off
☐ d Both it depends
7. Do you utilize the water expelled from R.O?
☐ a Collect it & use it giving to plants / washing home
☒ b Let it go in drain
8. How do you wash clothes?
☐ a Manually in bucket
☐ b Under running water
☒ c Washing machines
9. Leaking taps?
☐ a One
☒ b more than one
☐ c none
10. How do you store your drinking water?
☐ a In a pot
☐ b Direct from tap (taking)
☒ c from RO

Signature : 

Data collection on Water Consumption in progress...

Name : Mrs. Renu Mishra
Flat no / House no : 105
Society / Area : ~~East~~ Ganga / Fine apartments

1. What water system do you have?
☒ a Central water
☐ b Local (Well)
☐ c Driven well (shared by many families)
2. What kind of sewage system do you have?
☐ a Local
☒ b Central
☐ c Polluted water is driven into nature (ground) etc.
3. How do you wash your utensils up?
☐ a Under running water by hand
☒ b By hand without letting the water run
☐ c Using a dishwasher.
4. While ~~was~~ brushing teeth, do you
☐ a let water run
☒ b Use a glass of water
☐ c Either it depends
5. What do you use for getting washed?
☒ a Take a bath
☐ b Take a shower
☐ c Go to sauna bath

6. While taking a shower, do you
☐ a let water run all time
☒ b When I am shampooing or soaping I turn it off
☐ c Both it depends

7. Do you utilize the water expelled from R.O?
☐ a Collect it & use it giving to plants / washing home
☒ b let it go in drain

8. How do you wash clothes?
☐ a Manually in bucket
☐ b Under running water
☒ c Washing machines

9. Leaking taps?
☐ a One
☐ b more than one
☒ c none

10. How do you store your drinking water?
☐ a In a pot
☐ b Direct from tap (taking)
☒ c from RO

Signature :- Kush

Survey on water consumption by the students



Aunty! How do you use the waste water from RO?

I use it for mopping my house





**Do you ever use
Rain water for any
purpose?**



**Yaaa!!!
Sometimes we
use it for Inverter
batteries...**



**Team members acted as water heroes to fight
against wastage of water.**

Showing the data on wastage of water



**We pledge
to save
water!!!**



Tips for saving water were suggested by the students. These were shared with the parents through pamphlets.

Pamphlets sent to the parents :-

U.C.S.K.M Public School

Water is precious please save it.

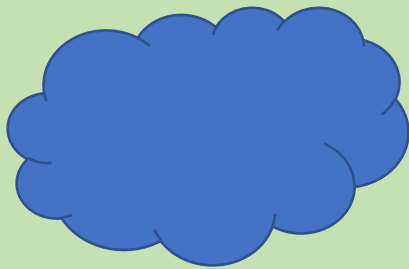
TIPS TO CONSERVE WATER	
	FIX LEAKY FAUCETS, TOILETS, AND APPLIANCES.
	DON'T RUN YOUR DISHWASHER OR WASHING MACHINE UNTIL THEY ARE FULL.
	TURN OFF THE WATER WHILE BRUSHING YOUR TEETH.
	USE A BROOM TO CLEAN DRIVEWAYS AND SIDEWALKS.
	KEEP WATER STORED IN BUCKETS AND TUBS IN THE WASH ROOM FOR USE.
	PRACTICE RAIN WATER HARVESTING AT HOME.
	GO IN FOR SHORT SHOWERS, DURING SUMMER.
	CLOSE ALL THE TAPS AND ALL THE VALVES BEFORE YOU STEP OUT OF THE HOUSE OR GO ON A VACATION.
	ORGANISE AWARENESS CAMPAIGNS IN YOUR NEIGHBOURHOOD ON WAYS TO SAVE WATER.

Students preparing PPT on 'Water Conservation'



Fact finding:



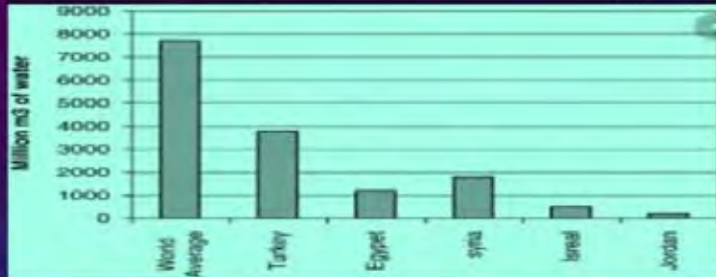


**Exploring methods to
save water**

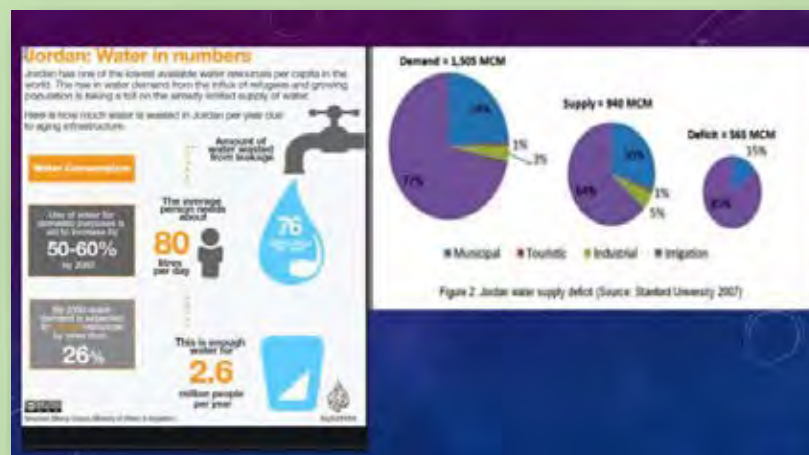
Ma'am!! Its very



Some Slides of the PPT made by students to evaluate the sources of water in Jordan



Jordan has the least no. of supply of water



THE RED-DEAD PROJECT

- Jordan has already tapped its nearby freshwater source. The country is now turning to the ocean to meet the future water needs. The scheme involved the desalination plant in southern Jordan, where water would be pulled from the Red sea, treated, and then pumped to communities. leftover brine would be fast receding Dead sea, whose elevation is dropping by roughly one meter per year.

Slides from PPT to study water crisis in Syria

THE CONFLICTS IN SYRIA CUT WAY FOR JORDAN WATER AVAILABILITY

- The demise of irrigated agriculture in southern Syria because of fighting resulted in more water flowing in the Yarmouk- Jordan river system. Researchers caution that Jordan could be hit by whammy in the future a Stanford university study warns that by 2050 the, Yarmouk's flow in the key reservoir at the Jordan- Syrian border could shrink by 51 to 75%.

WHY IS IT SO ?

INFRASTRUCTURE

Aging Infrastructure is the culprit of all the Jordan pumps . billions of liter never reach to a family . Instead it gushes out of broken pipes

POPULATION INCREASE

SYRIA civil war faces more Syrian families to seek safety in northern Jordan approximately 83% of Syrian refugees live in cities and towns further straining the limited water supply

GOVERNANCE GAP

They are under – resourced and under manned: they badly needs an upgrade these investing infrastructure makes little sense if they handed them to agencies which can maintain them

WAJ – WATER AUTHORITY JORDAN Jordan water demands

Jordan water demands per annum (Mm³) (2011,12):

	1990	2000	2010	2020	2040	Data source
Municipal	240	340	471	670	1263	WAJ
Industrial	43	78	110	130	170	WAJ
Jordan Valley	300	350	443	443	443	WAJ
Southern Clivers	40	40	75	75	75	WAJ
Wadi Araba	4	4	11	19	19	WAJ
Highlands	269	255	255	255	255	WAJ
Desi	59	10	10	10	10	WAJ
Total demand (including losses)	915	1077	1363	1692	2236	

REMEDIES

Improved infrastructure

Water credit/ water equity

Increase awareness/ Education

Slides to analyse the water Problems in Jordan

SOME MORE ABOUT THE CRISIS

- JORDAN IS ONE OF THE MOST WATER – STRESSED COUNTRY IN THE WORLD .ACCORDING TO UNITED NATIONS , ANY COUNTRY WHOSE AVERAGE ANNUAL WATER SUPPLY OF LESS THAN 500 CUBIC METERS PER PERSONS FACES “ABSOLUTE SCARCITY” IN JORDAN , THE ANNUAL AVERAGE IS 150 CUBIC METERS

WHAT ARE THE CAUSES OF WATER SCARCITY IN JORDAN ?

- CHALLENGES JORDAN CONSUMES MORE WATER THAN IS AVAILABLE FROM RENEWABLE RESOURCES MEET ONLY HALF OF THE POPULATION 'S WATER DEMANDS . INCLUSIVE ACCESS TO WATER IS CRITICAL FOR THE COUNTRY'S LONG TERM STABILITY. JORDAN COMES IN WORLDS MOST – SCARE COUNTRIES IN THE WORLDS.

WHY IS IT SO ?

INFRASTRUCTURE

AGING INFRASTRUCTURE IS THE CULPRIT OF ALL THE JORDAN PUMPS . BILLIONS OF LITER NEVER REACH TO A FAMILY . INSTEAD IT

ENDS UP IN BROKEN PIPES.

POPULATION INCREASE

SYRIA CIVIL WAR FACES MORE SYRIAN FAMILIES TO SEEK SAFETY IN NORTHERN JORDAN APPROXIMATELY 83% OF SYRIAN REFUGES LIVE IN CITIES AND TOWNS FURTHER STRAINING THE LIMITED WATER SUPPLY.

GOVERNANCE -GAP

THEY ARE UNDER - RESOURCED AND UNDER MANNED; THEY BADLY NEEDS AN UPGRADE THESE INVESTING INFRASTRUCTURE MAKES LITTLE SENSE IF THEY HANDED THEM TO AGENCIES WHICH CAN MAINTAIN THEM.

INFORMATION FROM GOVERNMENT

- JORDANIAN WATER EXPERT DUREID MAHASNEH SPOKE TO OUR CLASS, NOTING THAT IN 2004, JORDAN'S AGRICULTURAL SECTOR USED OVER 62% OF JORDAN'S WATER RESOURCES. WHILE THIS PERCENTAGE REMAINS HIGH, GDP OUTPUTS RELATED TO AGRICULTURE ARE SCANT.
- KHALED IRANI — FORMER DIRECTOR OF THE ROYAL SOCIETY FOR THE CONSERVATION OF NATURE, FORMER MINISTER OF THE ENVIRONMENT AND FORMER MINISTER OF ENERGY AND NATURAL RESOURCES — SAID THAT THIS IS PARTIALLY DUE TO HIGH AGRICULTURE SUBSIDIES. THE TRADITION IN THE REGION ALSO IMPLIES THAT THERE IS SENSITIVITY SURROUNDING FARMING.

Students Enjoying Math Activity



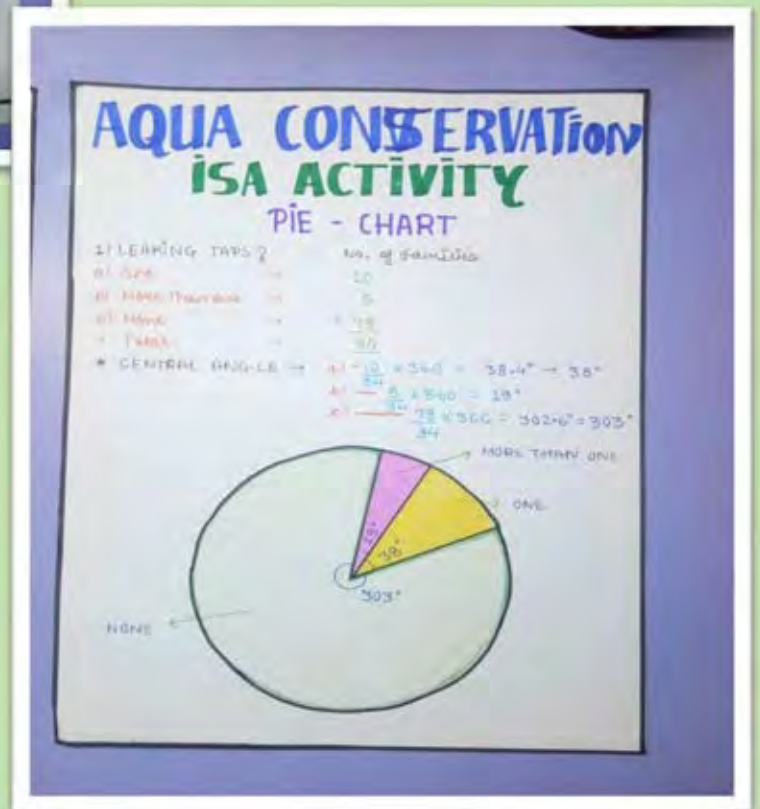
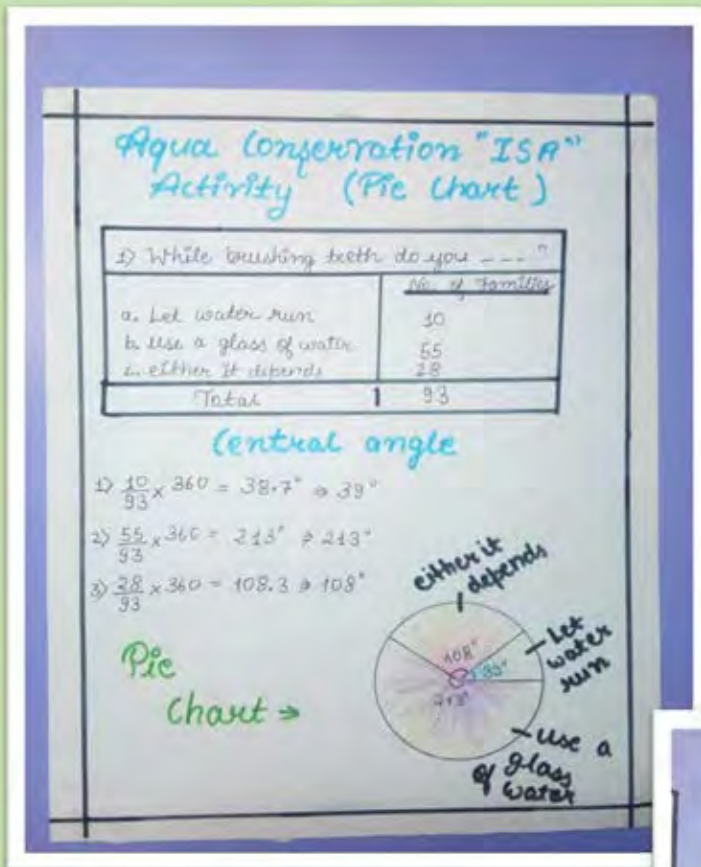
Students making comparisons using different types of charts

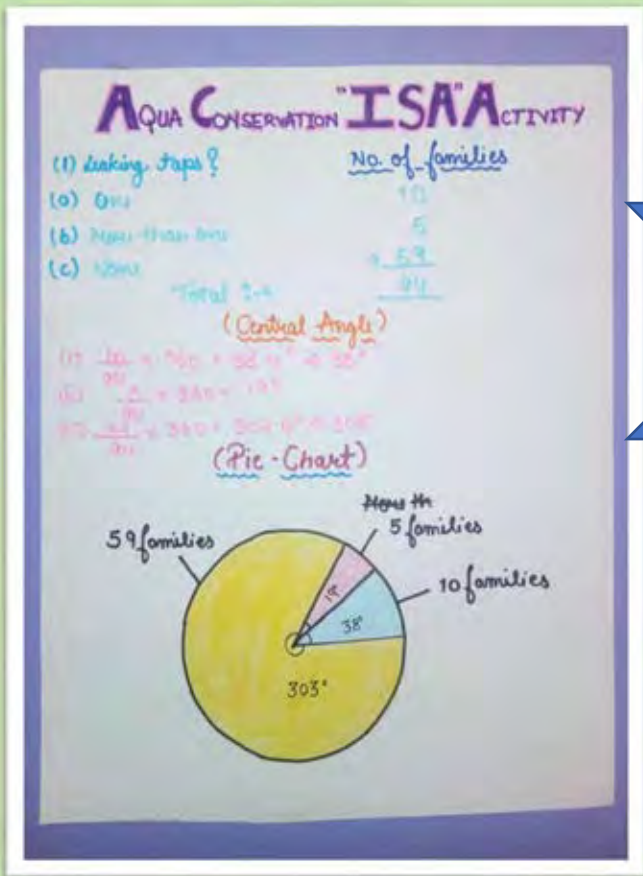


Students making Pie Charts and Bar charts

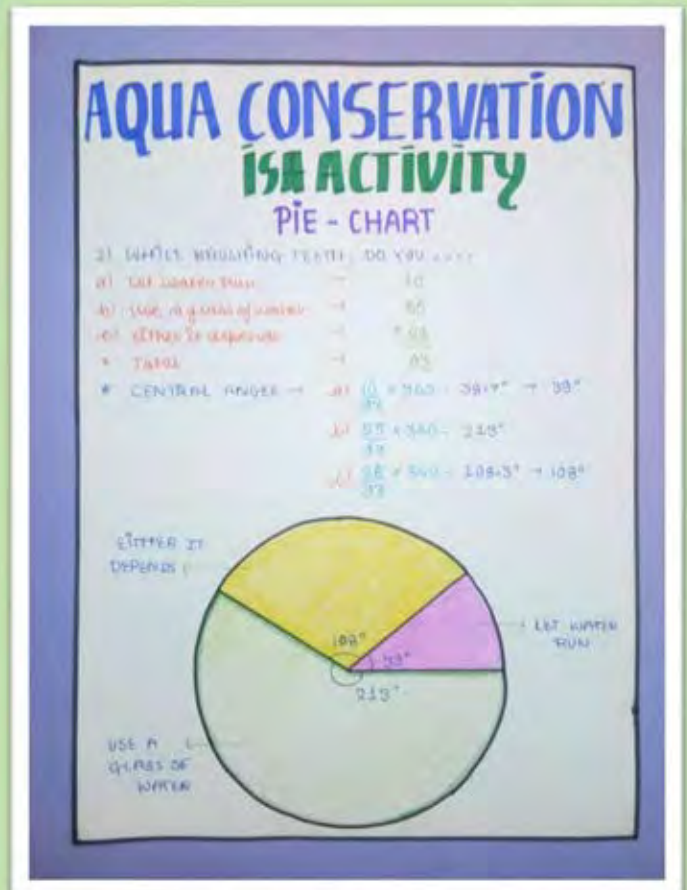


Charts Prepared during Math Activity





Learnt diagrammatic representation of usage of water by different families.



*Students performing Dance for social awareness on
Water conservation*



A plea to
save water





A traditional dance to show the importance of water



A Charismatic
Performance!!!

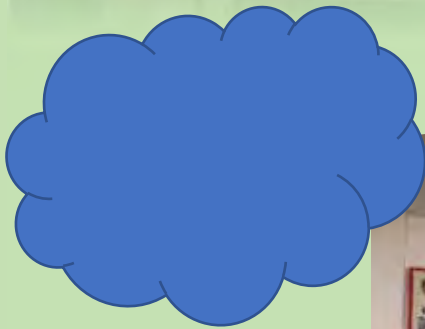




Assembly Presentation



Save Water,
Save Life





ACTIVITY - 7



Team "Economic Growth"



**Dr. Navneeta
Sharma**



Swati Patil



Vivek Sharma



Ananta Jain



Rahul Kaushik



Arnika Bhardwaj



Tinku Rustagi



Ratnesh Tewari



Monika Singla



Teacher's Report



"Teachers encourage minds to think, hands to create and hearts to love."

It is not the purpose of a teacher to create students in his own image ,but to develop students who can create their own image .It is the foremost duty of a mentor to make every child connect with the real world of education. Now a days students do not restrict themselves to classroom education instead they are more curious to get in touch with all recent happenings and developments all over the world.

The British Council's ISA project “Economic Growth” was undertaken by the students of 9th to 12th with great enthusiasm to understand various economic strategies adopted in the world to overcome the hindrances in the economic growth. The countries explored were India, Bhutan, Bangladesh, Sri Lanka and Nepal.

AIM-

- To help the students to study the economic growth of various countries like India, Bangladesh, Bhutan, Sri Lanka and Nepal.
- To explore the measures taken to overcome the hurdles coming in the path of economic growth of these countries.

PROCESS-

The information about the project was collected by the group members through internet, television, local community, NGOs and people living in slum areas under the guidance of their teachers. PowerPoint presentation and video presentation helped a lot in achieving the goals targeted by the group. A Skit was prepared by the children on child labour that indeed made the spectators concern about the future of the underprivileged sector

for their class mates. The most heart touching moment was to interact with the people leading tough and miserable life in slum areas. Group discussion with children as well as adults gave a new direction and motivation to think about the different ways to improve the economic growth of the countries studied through the project.

OUTCOME-

The outcome of the project was satisfactory. All the students enthusiastically participated in all the activities related to the project. Through this project they developed team spirit and quality of leadership. Working in a team made all the group members extend a helping hand to each other. This project really helped each member to become a true human being by finding solutions to eradicate poverty. They became more responsible and outspoken in expressing their views on providing solutions related to social and economic problems.

Mrs. Arnika Bhardwaj
Class Teacher – IX Mercury

Activities

8 DECENT WORK AND
ECONOMIC GROWTH



LAND

+



LABOR

+



CAPITAL

=



ECONOMIC
DEVELOPMENT

News Collected on Economic Growth in the Explored countries



The growth of GROWTH

How a little housing organization grew to be a regional player with a national reputation and transformed Rock Island in the process

A little housing organization grew to be a regional player with a national reputation and transformed Rock Island in the process. The organization, which was founded in 1960, has grown to become one of the largest housing organizations in the country. It has built over 100,000 units of housing, and its reputation for quality and innovation has spread across the country. The organization's success is a testament to its commitment to excellence and its ability to adapt to changing market conditions.

'We want to... have the world's best' (quote)

The organization's success is a testament to its commitment to excellence and its ability to adapt to changing market conditions. It has built over 100,000 units of housing, and its reputation for quality and innovation has spread across the country. The organization's success is a testament to its commitment to excellence and its ability to adapt to changing market conditions.

Journal of Economic Surveys and Development and Early on 1000 Economic Journal

Review

Economic development of Bangladesh

Haradhan Kumar Mahajan

(Received 20 November 2012)

Bangladesh is a developing country in the South Asia. Its climate and natural resources are abundant. The country is rich in natural resources. The government of Bangladesh is trying to develop the country. The country is rich in natural resources. The government of Bangladesh is trying to develop the country. The country is rich in natural resources. The government of Bangladesh is trying to develop the country.



Key words: Capital market, deficit financing, development and underdevelopment

INTRODUCTION

Bangladesh is a developing country in the South Asia. Its climate and natural resources are abundant. The country is rich in natural resources. The government of Bangladesh is trying to develop the country. The country is rich in natural resources. The government of Bangladesh is trying to develop the country. The country is rich in natural resources. The government of Bangladesh is trying to develop the country.

5.9% FY 2015. In fiscal year 2015/2016, the average savings rate of Bangladesh economy was around 10% (GDP is \$1,000 billion and \$1,000 billion). By the end of financial year 2015, Bangladesh had saved \$1.7 billion, which is a record for Bangladesh. Bangladesh had saved \$1.7 billion, which is a record for Bangladesh. Bangladesh had saved \$1.7 billion, which is a record for Bangladesh.

Students understood the factors affecting the economic growth.

Financial Development and Economic Growth in Nepal: New intuitions from a Time Series Causality Method

Tilak Prasad, Sandhya Chandra Bhatta and Tushar Khatiwada

(Tilak Prasad, Sandhya Chandra Bhatta and Tushar Khatiwada) (Tilak Prasad, Sandhya Chandra Bhatta and Tushar Khatiwada)

Abstract: Financial development and economic growth are two important factors in the development of a country. This paper examines the relationship between financial development and economic growth in Nepal. The study uses a time series causality method to analyze the data from 1980 to 2010. The results show that financial development has a positive impact on economic growth in Nepal.

Keywords: Financial development, Economic growth, Nepal, Time series causality method.

Introduction

Financial development is a key factor in the growth of a country. It is the process of increasing the size and efficiency of the financial system. Financial development is a key factor in the growth of a country. It is the process of increasing the size and efficiency of the financial system.

A lack of economic growth in the country is a major problem. The government of Nepal is trying to develop the country. The country is rich in natural resources. The government of Nepal is trying to develop the country. The country is rich in natural resources. The government of Nepal is trying to develop the country.

PLANNING AND ECONOMIC DEVELOPMENT IN INDIA

By ALEXANDER ECKSTEIN

C. N. Vakil and P. R. Brahmanand, *Planning for an Expanding Economy: Accumulation, Employment and Technical Progress in Underdeveloped Countries*, Bombay, Vora & Co. (distributed in the U.S. by the Institute of Pacific Relations), 1956, 404 pp., \$4.50. Maurice Zinkin, *Development for Free Asia* (issued under the auspices of the Institute of Pacific Relations), Fair Lawn, N.J., Essential Books, Inc., 1956, 263 pp., \$4.50.

I

INDIA'S economic development since independence may perhaps be divided into three phases: a period of organization and preparation extending from 1947 to 1950, a period of economic expansion encompassing the first four years of the First Five Year Plan (1950-1954), and a period of slowing down and of crisis since 1956.

In a sense, these periods were harvest-determined. That is, economic progress under planning proceeded rapidly as long as favorable weather conditions produced a succession of good harvests. Under these circumstances, food imports could be reduced, foreign exchange resources were released for imports of capital goods, and generally the pressure on the balance of payments was relaxed. However, this process was reversed in 1954-1955 with the apparent end of a favorable monsoon cycle. As a result, strong inflationary pressures began to mount in the Indian economy and food imports had to be stepped up to the point where foreign exchange resources were being used up at a much more rapid rate than contemplated in the Second Plan. This, in turn, necessarily forced a cutback in the import of investment goods and a general reduction of investment and production targets.¹

At the same time, food shortages in domestic markets were reflected in rising prices of farm products and in shifts in rural-urban terms of trade. Such shifts—to the extent that they led to an actual redistribution of income in favor of agriculture—entailed a reduction in saving and taxable capacity: in saving, since this involves shifts from income-receiving units with a comparatively high marginal propensity to save to units with relatively lower propensities; and in taxable capacity,

¹ Cf. *New York Times*, May 5, 1958.

Survey of Slum Areas



The value of "Sharing is Caring" was imbibed in the students

Welcome of “Mowgli Group”



Lamp lightening by esteemed group members of Mowgli group



Introduction of the Mowgli group to UCSKMians.

Presentations by Mowgli group



Appreciating and enjoying the performance

We are trying to provide homelike environment & care to destitute orphans and under privileged children.



Understanding the inspirational working strategies of Mowgli group

Questionnaire

ECONOMIC GROWTH QUESTIONNAIRE
 STUDENT'S NAME: Ayush Jha
 CLASS: XI
 SCHOOL'S NAME: VCSKM Public School
 ACTIVITY NAME: _____

1. What are the variables for economic growth of an individual should be studied for research?

Ans: Price of a good or service, Expenditure by an individual, Quantity demanded at a given consumption (Amount of money spent on goods and services), Quantity produced (quantity of goods produced in a given period of time), Wages to labour, Profits by an individual

2. What are the main components of Economic Growth?

Ans: Physical Capital, Technology, Human Capital are the main components of Economic Growth.

3. What are the negative effects of economic growth? Explain any three.

- Ans:
- Social Costs of Economic Growth - If society is more concerned towards economic growth and maximising consumption, it could lead to decline in Quality of life.
 - Income inequality - growth benefits the rich more because they even benefit & have better paid job.
 - Increase in pollution - due to increase in technology and growth pollution is also increasing and affects the common people lives.

Recalling
the facts
learnt.

4. How does an increase in the population growth rate affect economic growth?

Ans:

The effect of population growth can be positive or negative. In a rich country, having all resources and more money, it is good. But in a country having limited resources puts pressure on resources that do exist. More people means more health care centres & educational institutions are needed.

5. How are economic growth and development related?

Ans:

Economic growth means an increase in National income & economic development means an improvement in the quality of life and living standards. If National income is more than government and savings, higher funds for the development of various living standards of people.

Slides from the PPT made by students

to understand “POVERTY IN INDIA AND OTHER COUNTRIES”

POVERTY IN INDIA

- Being one of the fastest-growing economies in the world, poverty has been on a decline with close to 44 Indians escaping extreme poverty every minute, as per the World Poverty Clock.
- India has been able to lift significant percentage of its population out of poverty but many still live in it. It had 73 million people living in extreme poverty which makes up 3% of its total population according to Brookings report.
- The World Bank reviewed and proposed revisions on May 2014 to its poverty calculation methodology and purchasing power parity basis for measuring poverty worldwide. It was a minimal 3.6% in terms of percentage. As of 2016, the incidence of multidimensional poverty has almost halved between 2005–06 and 2015–16, climbing down to 33.8 percent from 54.7 percent.



POVERTY IN BANGLADESH

- Poverty in Bangladesh has declined remarkably since the early-2000s, as result decades of accelerated economic growth.
- The remarkable progress in poverty alleviation has been recognized by international institutions.
- According to the World Bank, Bangladesh's poverty rate fell from 82% in 1972, to 18.5% in 2010, to 13.8% in 2016, and below 9% in 2018, as measured by the percentage of people living below the international extreme poverty line.
- Based on the current rate of poverty reduction, Bangladesh is projected to eliminate extreme poverty by 2021, first nation in South Asia to do so.



POVERTY IN BHUTAN

- The Kingdom of Bhutan is a small Himalayan country of 750,000 people.
- Over on third of the people lives below the poverty line. Ninety-six percent affected by the causes of poverty in Bhutan live in rural areas
- The ones most impacted work outside the country's modern economy, and include farmers, day laborers and small traders.
- Local government is working to address the causes of poverty in Bhutan and build long-term solutions and comprehensive development programs, especially in rural areas.
- Despite the various causes of poverty in Bhutan, the country is well-known as one of the happiest countries in Asia.
- As Bhutan aims to overcome poverty, it carries the rich success of its famous priority: happiness.



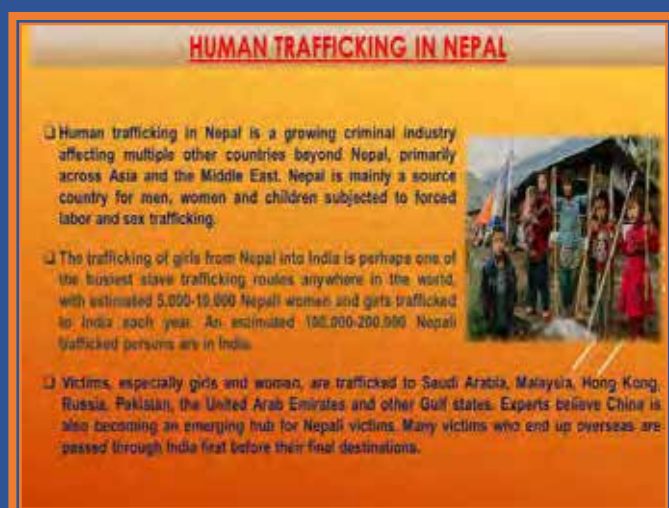
POVERTY IN SRI LANKA

- ❖ Poverty in Sri Lanka continues to be a large problem.
- ❖ This is despite the fact that Sri Lanka has been experiencing moderate growth in its GDP averaging 5.5 per annum between 2006 and 2009.
- ❖ One of the reasons is due to its relatively low GDP per capita; currently ranked in the bottom one third the world.
- ❖ The Sri Lankan government has been successful in reducing poverty from 15.2% in 2006 to 8.9% in 2010, urban poverty was reduced from 6.7 to 5.3% while rural poverty was reduced from 15.7 to 9.5%, and the nation has made significant progress towards achieving Millennium Development Goals on eradicating extreme poverty and hunger.
- ❖ Sri Lanka is working hard to reduce poverty with its partners such as the United Nations Development Program and the World Bank. The country has faced a number of development barriers, such as a three-decade civil war, which ended in 2002, and a devastating tsunami in 2004.



Slides from the PPT made by students

To evaluate- “HUMAN TRAFFICKING IN INDIA AND NEPAL”



Students were acquainted to rate of Human Trafficking in Bhutan and Bangladesh

HUMAN TRAFFICKING IN BHUTAN

❖ Bhutan is beginning to feel the nudges of organized crime with more number of human trafficking cases being reported over the past few years.

❖ The National Commission for Women and Children (NCWC), Royal Government of Bhutan documented the first case study on human trafficking in 2007, when a young girl from Darjeeling, India was brought to Thimphu, Bhutan where she was forced into domestic servitude.

❖ Since 2007, NCWC has recorded cases of young boys and girls who have been trafficked from Thimphu, Dagana and other parts of Bhutan to India and then sometimes further to Nepal. Indian women from West Bengal and Assam have also been trafficked into Bhutanese border towns.



HUMAN TRAFFICKING IN BANGLADESH

❑ Bangladesh is a source and transit city's for men, women, and children subjected to trafficking in persons, specifically forced labor and forced prostitution.

❑ A significant share of Bangladesh's trafficking victims are men recruited for work overseas with fraudulent employment offers who are subsequently exploited under conditions of forced labor or debt bondage.

❑ Children – both boys and girls – are trafficked within Bangladesh for commercial sexual exploitation, bonded labor, and forced labor. Some children are sold into bondage by their parents, while others are induced into labor or commercial sexual exploitation through fraud and physical coercion.

❑ Women and children from Bangladesh are also trafficked to India for commercial sexual exploitation.

Detected victims of trafficking in persons by gender and age, 2011



COUNTRIES	2011	2012	2013	2014	2015	2016	2017	2018
INDIA	2	2	2	2	2	2	2	2
SRI LANKA	2W	2	2W	2W	2W	2W	2	2
BANGLADESH	2W	2	2	2	2	2	2W	2W
BHUTAN	-	-	2	2	2	2	2	2W
NEPAL	2	2	2	2	2	2	2	2

PPT Presentation



Students focussing on the presentation and trying to understand the causes of difference in the economic growth of different countries.





Students analysing the differences between India and other countries in the context of poverty, human trafficking etc. through the PPT presentation.



Presentation of Charts



Depiction of the rate of child labour according to different age groups in Bangladesh



Creative team



Chart presentation of the rate of child labour according to different age groups in Sri Lanka, Bhutan.



Lecture by Mr. L.N. Sharma



Being an entrepreneur you learn more from your failures than successes.



Peeps from the Play

This poor boy is in
miserable condition. We
must help him.

8 DECENT WORK AND
ECONOMIC GROWTH



Hey Boy! Don't
involve yourself in
illicit work, study
and change your
world!!



Now I have understood
that education is the
most powerful weapon to
change the world.



Let's educate each child as one child, one teacher, one book and one
pen can change the world.

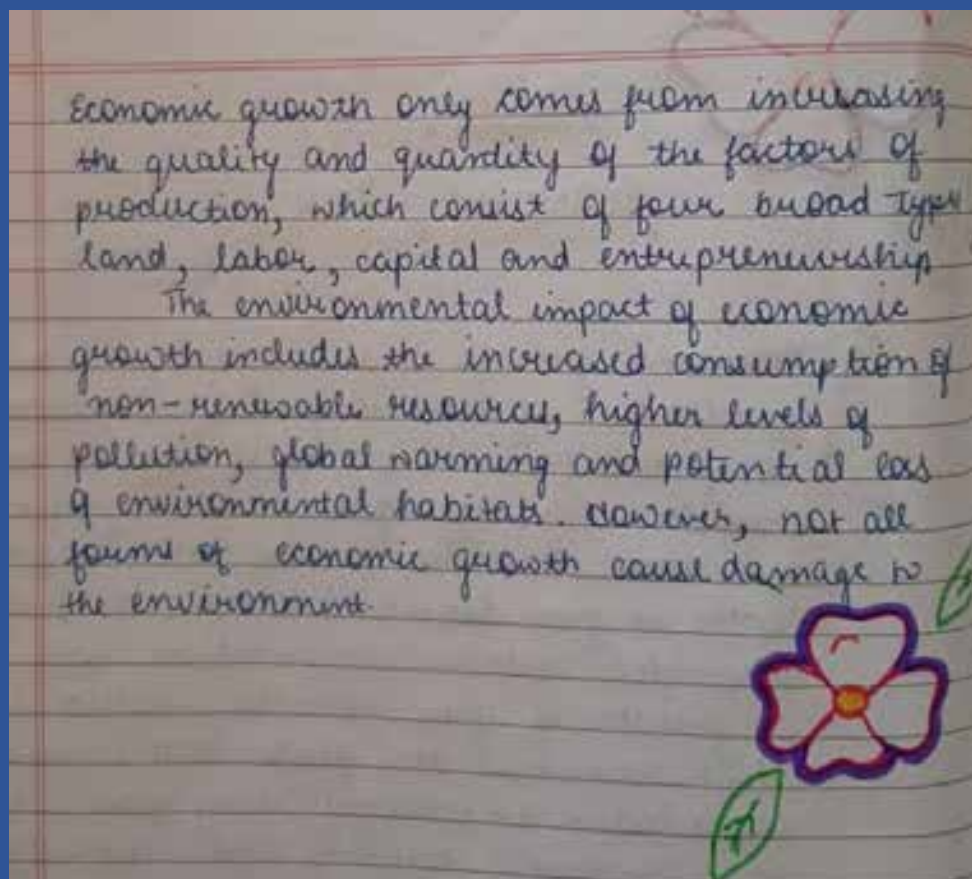
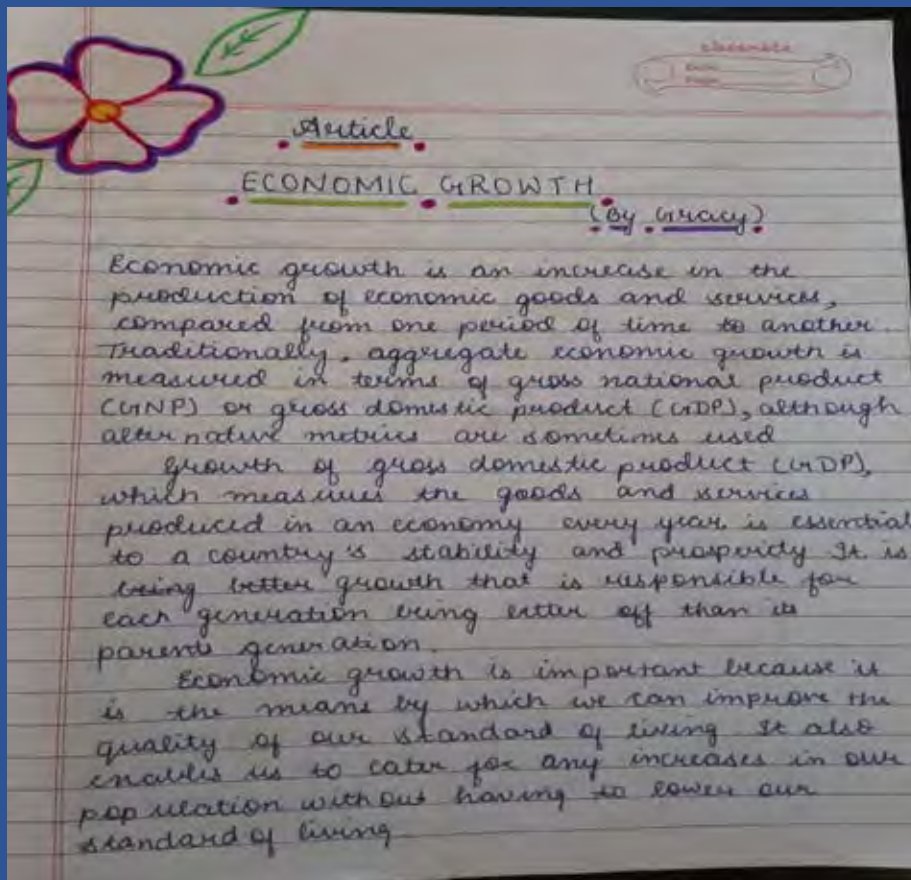
Articles Writing in Progress



Recalling the factors responsible for the economic growth and development in a country.



Articles



Economic Growth And Development

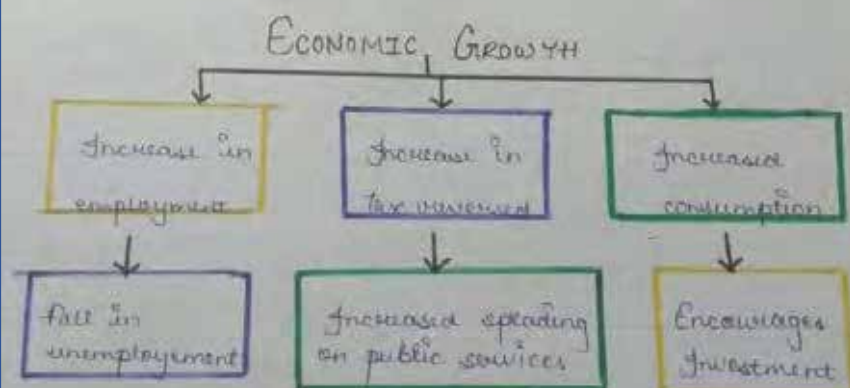
Economic growth and development are interrelated and can be assessed from two perspectives: the mainstream and the critical. In the mainstream approach, economic growth and development are concerned with the unfulfilled material needs of people. Countries need economic growth to ensure that generate enough resources to meet the needs of their population. According to this approach, development is linear. There is a specific "path" that countries can follow to achieve development & economic growth. Of course, there are different stages that countries must reach and exceed before achieving economic growth and development.

According to Rostow, the five development stages include the initial "traditional society", a "take off" phase and the final "high mass consumption" stage. Originally this approach implied that there was a possibility of unlimited economic growth and that all countries could achieve equal levels of development. Later, the focus of economic growth was transformed to sustainable economic growth.

Economic development, if done effectively, works to create and grow jobs and investment within a community.

Articles on Economic Growth

Improved Public Services:- Higher economic growth leads to higher tax revenues.



ADDITIONAL ACTIVITIES IN PROGRESS IN
OUR SCHOOL.

RAIN WATER HARVESTING

Learning to create
Models on Rain Water
Harvesting....



“CARING FOR WATER IS CARING FOR US ALL.”

Our students are working enthusiastically on projects and models of rainwater harvesting. Rainwater harvesting is collection of raindrops and storing the same for the future use rather than allowing it to run off.

The water collected is redirected to a deep pit or reservoir. The same is used for watering plants, irrigation and even for domestic use but after proper treatment.

Rain water is a simple and cost effective method to resolve water crisis to a greater extent.

ADDITIONAL ACTIVITIES
IN PROGRESS IN OUR
SCHOOL.

GARBAGE TO GARDEN



Students in
process of
making organic
manure from
garbage.



SMALL STEPS TO SAVE ENVIRONMENT

“Environment is where we all meet : it is one thing shared by all.” Thus, small steps taken by all will help in protecting and saving our planet.

Our students are working on a project called ‘Garbage to Garden.’ Students in this project collect biodegradable garbage specially the kitchen waste and then through proper processing convert it into organic manure. Reduce, Reuse and Recycling of waste to create new things is a constant and continuous endeavour to enhance the creative skills of the students. Involvement in these activities have made our students eco-friendly.

MEGA MARATHON
SOCIAL RUN
AGAINST THE
HUMAN
TRAFFICKING

Future Plans



'Service to mankind is the best service'

Human trafficking is the trade of humans for the purpose of forced labour, sexual slavery or commercial sexual exploitation for the trafficker. It is a curse for any country. To create awareness among the children about such crime international Rotarian members with their team leader Mr. Jassiphor Sherriff visited our school to spread awareness about this crime endangering children all over the world. This team participated in a Marathon from Mumbai to Delhi to spread awareness about Human Trafficking. The facts of human trade all over the world shared by them made all understand the pain and psychological effects of the victims during and after their trafficking experience.

After attending the programme our students and the school management got inspired to run a marathon in their hometown, Bhiwadi to spread awareness about this sensitive issue.

Thus fight against Human Trafficking is one of the most important project work on which Team UCSKM plans to work in future, till it is uprooted from our planet.



UCSKM PUBLIC SCHOOL,
SCH-1, PHASE-3,
IND. AREA, NEAR SADAR POLICE STATION,
ADJACENT- CAPITAL MALL, BHIWADI, ALWAR, RAJASTHAN
301019